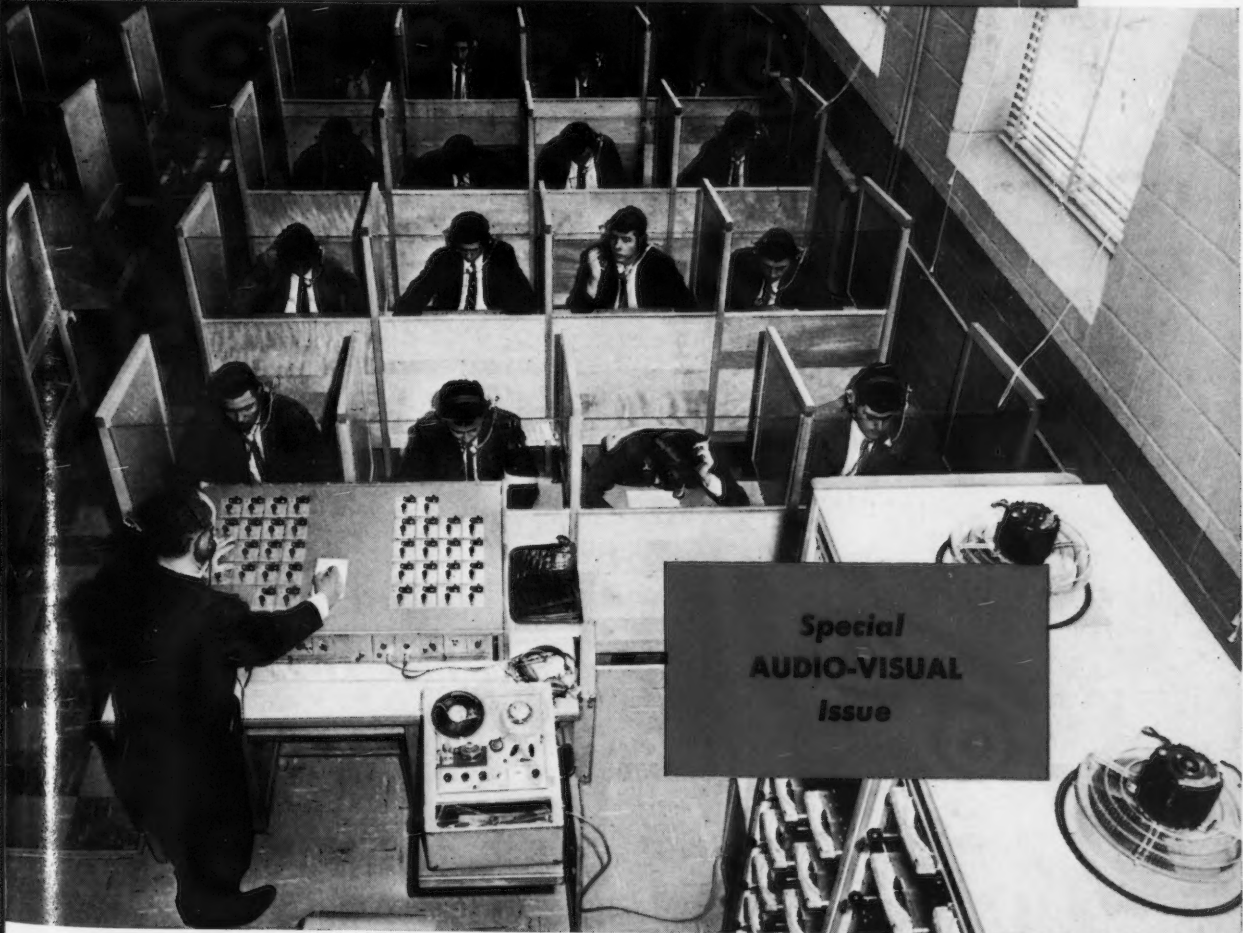


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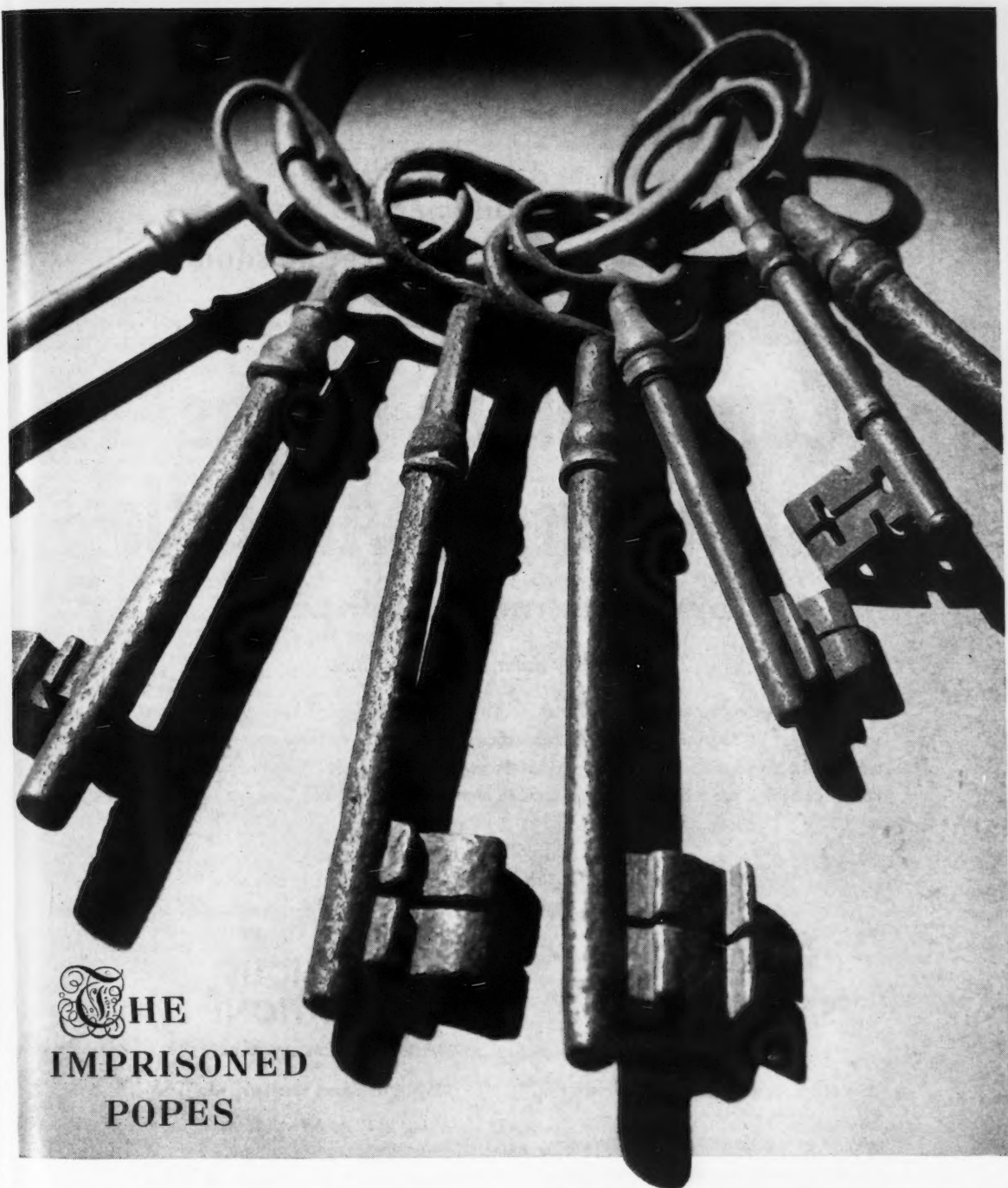
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THE CATHOLIC SCHOOL JOURNAL

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The Catholic School Journal

VOL. 61, NO. 4

APRIL, 1961

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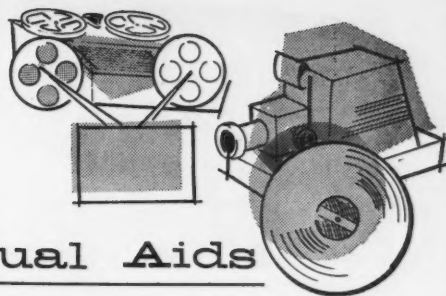
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Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

CATECHETICAL GUILD

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The Wonderful Night of Greccio

This is a two-sided 33 $\frac{1}{3}$ r.p.m. long-play recording, a 25-minute dramatization which will charm young and old. The manner of its telling succeeds in capturing the spirit of St. Francis. Its deeply stirring music has been composed especially for this production.

The legend is based on a true incident. Because he wanted to see and feel the discomforts of the Babe of Bethlehem, St. Francis arranged for a midnight Mass in the cave of Greccio. Animals were brought in, and an altar was built over the manger. Thus, the custom of the Christmas crib dates back to St. Francis.

Published in English under special arrangements with Editions du Berger, Paris, France, the text by Suzanna Cornillac, is set to specially composed music by Emile Delpierre; chorus and orchestra are conducted by the composer.

This delightfully presented story can be used at any time of the year and, with adequate orientation by the teacher, it can be used not only to background the Christmas midnight Mass idea but also to introduce students to the wonderfully rewarding world of nature and an appreciation of the goodness of God in dotting our earthly environment with gems of natural loveliness.

The writer, having visited the scenes of the life of St. Francis in Assisi, Italy, deeply appreciates this charming sound presentation of these events in which St. Francis made this outstanding contribution.

During the 1960 Christmas season the *Hour of St. Francis* through television stations throughout the United States shared a charming version of the story of "The Wonderful Night of Greccio." If one of your TV stations performs the service of presenting the *Hour of St. Francis* and other outstanding Catholic programs, you could perform a valuable service by dropping a card to the di-

rectors to thank them for bringing these excellent shows to your community. Also try to interest others in watching these good TV programs. The larger the audience and the more complimentary mail a station receives the more likely such programs are to stay on the air.

CORONET FILMS

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The Earth: Its Structure

The following are brief descriptions of four films designed to provide an overview survey of the earth and its major features. According to the producer, various museums, geology departments at various universities, and national park naturalists and rangers collaborated in supplying the basic information contained in these films.

The group that evaluated these films felt that they are of value especially for junior high school science classes.

Each of the first three films runs for 11 minutes and costs \$110 in color or \$60 in black and white. "THE EARTH: ITS OCEANS" runs 13 $\frac{1}{2}$ minutes and is priced at \$137.50 in color or \$75 in black and white.

THE EARTH: CHANGES IN ITS SURFACE

Shows that there are continuous and powerful internal and external forces at work changing the physical features of the earth's surface. Scenes depicting the violence of earthquakes and volcanoes are the most graphic evidence, but the film shows more subtle changes—such as running water which wears away huge masses of rock, wind which builds up sand dunes, and glaciers which move slowly across the face of the earth.

Examples from various parts of the United States include the glacier in Mt. Rainier; the crater of volcanic Mt. Lassen; close-ups of the geyser, Old Faithful; and views of travertine deposits and of the San Andreas fault.

Animation is used to help viewers understand the earth's internal forces at work. Diagrams, animation, and

model demonstrations show the movement of molten rock up through the fissures and out through the crater of volcanoes, and how faulting sets up shock waves that shake and disturb the earth's crust, causing the violent movement of an earthquake.

The film is careful to direct attention to the reasons for these disturbances, with special reference to the internal forces which originate in the extremely hot, semisolid interior under great pressure.

THE EARTH: RESOURCES IN ITS CRUST

Classifies the three major groups of minerals in the earth's crust. It also emphasizes their location in the crust and illustrates the different ways in which they are extracted, processed, and utilized.

The twenty-mile thick crust of the earth is shown to contain *metallic minerals*, *mineral fuels*, and *nonmetallic minerals*.

Copper, tin, and iron are among the more important and widely used *metallic minerals* found in the earth's crust. The film shows us how iron ore is extracted, sent to smelting plants, and further refined in the process of conversion to steel.

Metallic minerals require vast energies in the refining process—energies supplied by oxidation of *mineral fuels*. These fuels—coal, oil, and natural gas—are the products of once-living things, and are mined or flow from the earth's crust. Some of their multitudinous uses are identified and illustrated.

The last group—the *nonmetallic minerals*—include such important resources as granite, clay, limestone, sand, and sulfur. We learn of the role sulfur plays in the chemical and rubber industries and how it is extracted from the ground.

The film also explains how these resources are distributed in the earth's crust, and how scientists are investigating methods for conserving and increasing our supply of minerals.

THE EARTH: ITS OCEANS

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(Continued on page 6)

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Evaluations of AV Aids

(Continued from page 5)

derstood manner an increasingly important area of scientific study—oceanography, the study of the earth's oceans. The film outlines the history of our knowledge of the oceans and shows that only in the nineteenth century did investigators begin to uncover the answers to many of its mysteries.

Since that time, many aspects of the ocean have been clarified. Scientists have studied the ocean floor with specialized instruments and have identified its major topographic features. They have also taken samples of the floor and have analyzed and identified the contents.

Other features of the ocean—its living and nonliving content, its temperature, and its movements, both below and on the surface—are illustrated and explained and how currents often influence the climate of land masses is also shown.

The roles of modern scientists—oceanographers, marine biologists, and others—are shown as they work to gain more knowledge of the earth's vast, deep oceans.

Light for Beginners

An 11-minute, sound, 16mm. film (color, \$110; black and white, \$60). This film designed for primary grades uses simple observations and demonstrations to illustrate the basic properties of light. In it we see the comparative effects of sunlight and artificial light showing that all light is much alike. Explained also are shadows, reflections, the straight path of light, and the rainbow.

Sound for Beginners

An 11-minute, sound, 16mm. film (color, \$110; black and white, \$60). It is especially appropriate for primary grades. Slow-motion photography and visual demonstrations show that all sounds, even those of different pitch and volume, are caused by vibrations. A tuning fork illustrates the movement of sound vibrations through the air and we learn that sound takes time to travel from its source to our ear. We also see that sound can move through solids and liquids as well as air.

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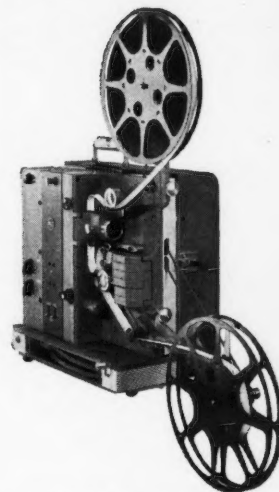
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(Continued on page 10)

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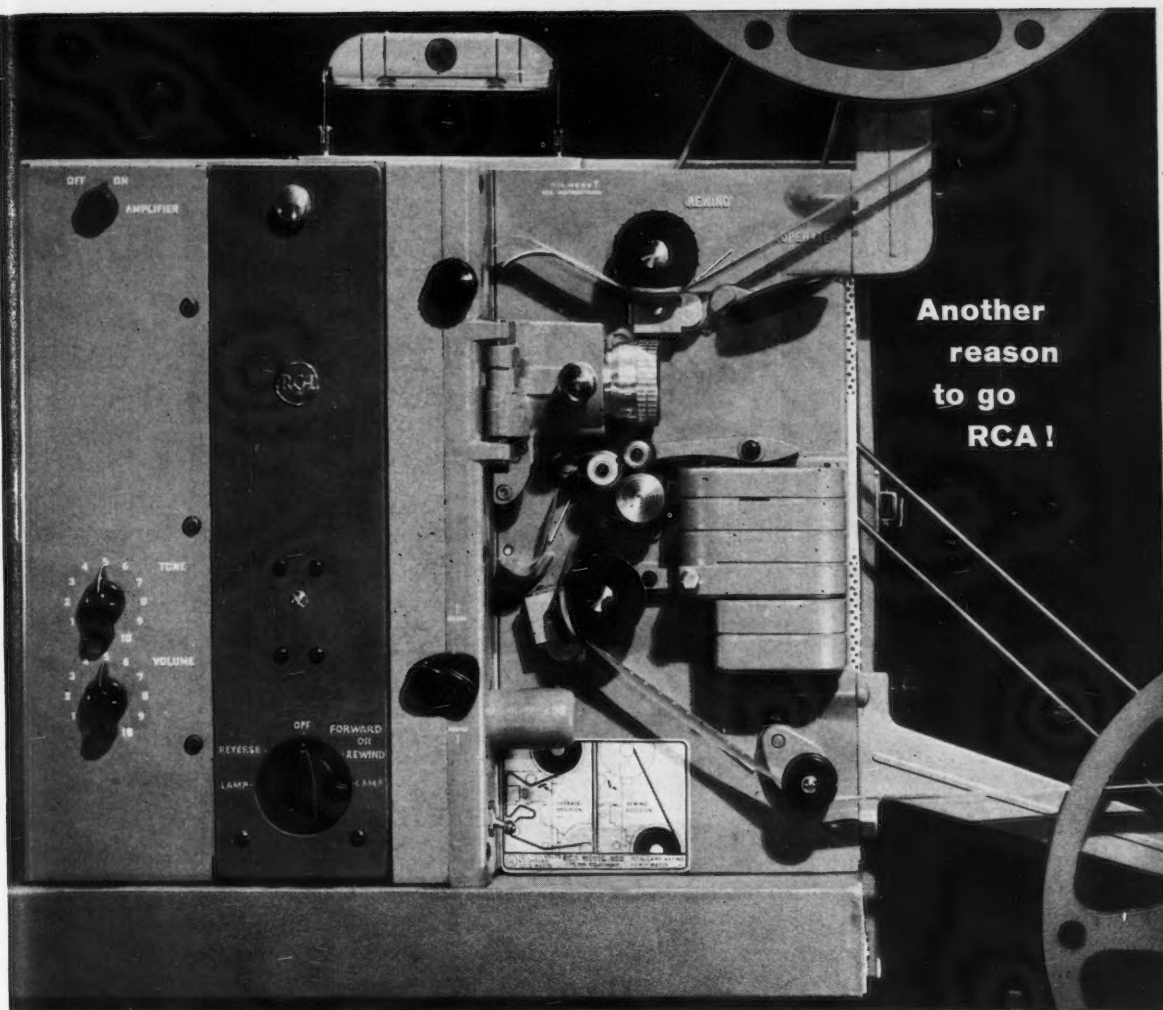
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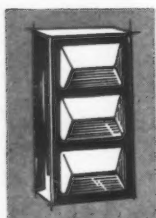
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Evaluations of AV Aids

(Continued from page 6)

situations this film shows pupils doing the necessary planning for making a large wall mosaic which in the last scenes is unveiled to the admiring parents and others in the community. The film carefully explains and shows how to use various mosaic materials from paper to tiles in making mosaics of different sizes and functions. Especially interesting is the emphasis upon the creativity involved in designing the proposed mosaic. The actual making of the

mosaic is clearly shown and should leave the viewer with an urge to try his own hand at making a mosaic.

Those who evaluated the film felt that it represented ten minutes well spent providing the class is well prepared in advance to view it purposefully.

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A choice selection of color photographs shows the progress of construction of the new Seaway from its beginning to its grand opening—the dredging of river bottoms the building of power dams, the construction of huge locks, the moving of whole villages and towns to new locations, and the flooding of a new lake.

(Continued on page 12)

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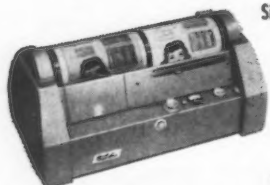


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Evaluations of AV Aids

(Continued from page 10)

A final sequence shows the industrial importance of the Seaway to both Canada and the United States. Ocean-going ships that could go no farther than Montreal now dock at Toronto, Chicago, and lakehead cities. Bulky goods such as iron ore, grain, and pulpwood are now transported the whole length of the waterway without re-loading.

Manufacturing in the Lowlands

MANUFACTURING IN THE LOWLANDS is a 48-frame color filmstrip giving an over-all picture of the extent and diversity of manufacturing in Canada's most industrialized area. A map of the area shows the extent of the Lowlands, from Quebec City to Windsor, Ontario. This area is the most densely populated region of Canada and contains the greatest concentration of mills and factories. Water transportation, and an abundance of raw materials and electric power, are shown to be the greatest contributing factors in the volume of industrial output. Selected color photographs, taken on the spot, show typical activities carried on in various kinds of factories, from furniture to aircraft. In greatest detail is the filmstrip's description of the newsprint industry and the textiles industry. Newsprint production is described from log boom to pulp mill to paper press. In textile manufacture the filmstrip describes the processing of raw cotton (imported mostly from the United States) into various kinds of fabric, and the manufacture of synthetic fibers.

Birds of the City

A 42-frame filmstrip presents color paintings of the most common birds including pigeon, hawk, house sparrow, gull, mallard, yellow-shafted flicker, Baltimore oriole, screech owl, starling, grackle, nighthawk, chimney swift, blue jay, chickadee, downy woodpecker, cardinal, grosbeak, nuthatch, crow, and robin.

From nearly two hundred different species this filmstrip chooses the twenty birds most frequently seen in city parks and gardens, on waterfronts and in downtown areas. Their appearance and behavior, their nesting, feeding, and migratory habits are all described in the accompanying manual.

Squirrels

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(Concluded on page 17)

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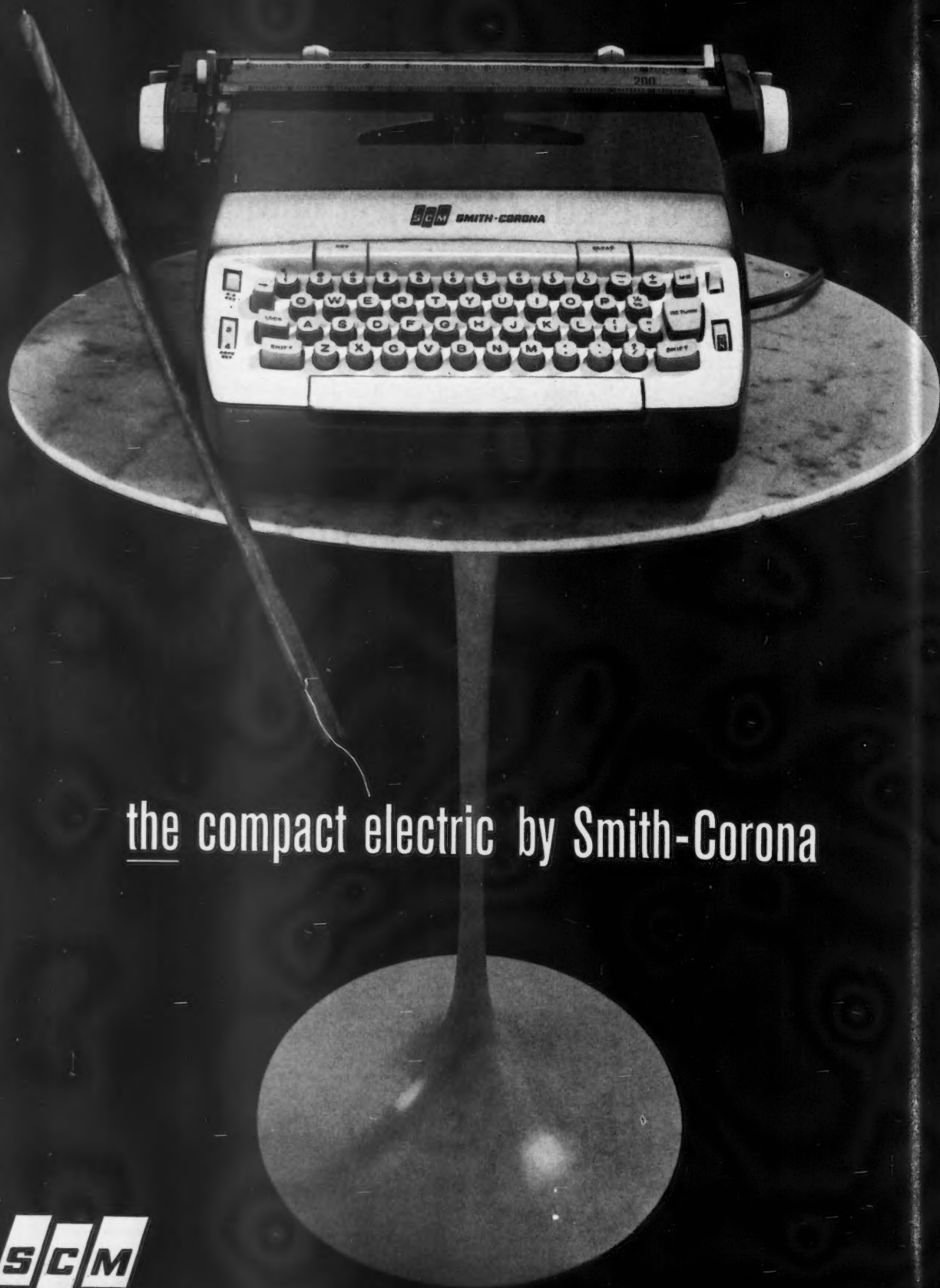
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Evaluations of AV Aids

(Concluded from page 12)

the park. The filmstrip, usable in the elementary grades, describes the red squirrel and the gray squirrel—the two most common North American species—and the black squirrel which is actually a variation of the gray.

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New Educator's Guide

EDUCATOR'S GUIDE TO FREE TAPES, SCRIPTS AND TRANSCRIPTIONS, 1961, \$5.75, is the seventh annual edition of this publication. It lists, classifies, describes, and gives sources of 129 free tapes, 230 free scripts, and 106 free transcriptions or a total of 465 all of which are currently available. This *Guide*, so far as information is available:

1. lists and classifies available tapes, scripts, and transcriptions,
2. describes nature and content of each,
3. indicates running time of each,
4. includes dates of release,
5. provides name and distributor of each item listed,
6. tells all terms and conditions of loan or use of each,
7. identifies each section by color of paper, for finger-tip reference,
8. offers specific suggestions for using these materials, and
9. gathers all this pertinent information into one convenient book.

The Tape Adventurers Service which enables students to exchange with those of other areas tapes which answer their specific questions, is included again this year. On pages X, XI, and XII you will find an account of the popularity of the Service, with an invitation for others to enroll in the group.

The tape recorder is rapidly emerging as a key instructional tool. Two demonstration tapes, suggesting means of improving instruction at elementary and secondary levels are listed again this year; see page 35.

This *Guide* provides a wealth of supplementary audio and visual materials, at a minimum cost. It brings to the boys and girls of our nation, and to teachers and librarians, a vast range of education materials rich in value. They provide many experiences not otherwise available.

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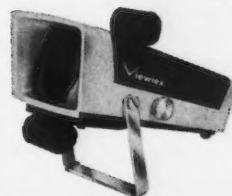


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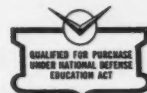
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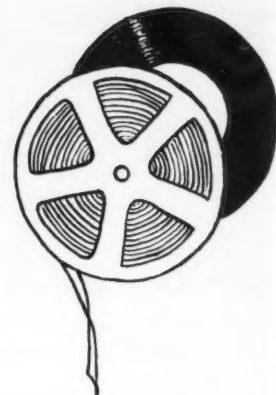
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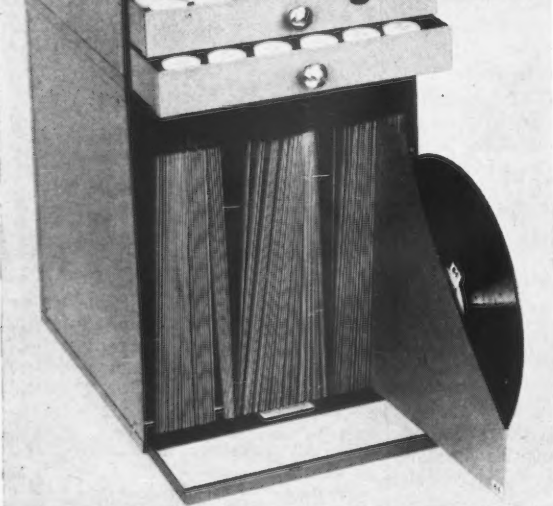
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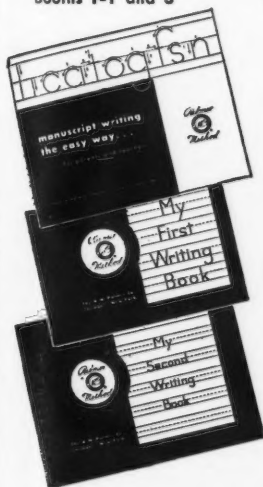
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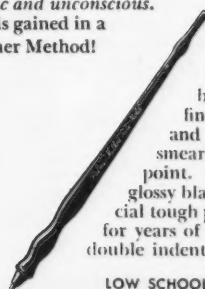
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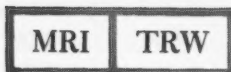
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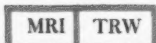
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Christianity and Economics

By Christopher Hollis. Cloth, 112 pp., \$3.50. Hawthorn Books, New York, N. Y.

This latest addition to the *20th Century Encyclopedia of Catholicism* is a welcome departure from the excellent earlier books which are formal, frequently stiff, and often marked by French forms of sentence construction and vocabulary. Mr. Hollis writes easily, precisely, and forcefully, and develops the whole subject of a Christian view of economics in a way that overcomes the usual commonplace and even drab aspects of economic theory and fact. The book is a basic discussion of the history of the Church's at first limited and now very important influence on the social thought and practice of the countries of the world. Basically, the Church is concerned only with the spiritual welfare of individuals and nations—all nations. As the author remarks, "for better or worse, the whole world is becoming—has indeed to a large extent become—a single economic unit." All this affects the moral climate of the economic setup of every country and makes so much more necessary an understanding and practice of the Catholic principles of social justice.

Citadel of Wisdom

By Robert J. O'Connell, S.J. Cloth, 114 pp. \$3. Montfort Publications, Bay Shore, N. Y., 1960.

Father O'Connell, who teaches English at St. Peter's College, contemplates Mary, the Mother of God, as House of Prayer, Handmaid of the Lord, Flame of Charity, Fountain of Life, Singular Vessel of Devotion, Vessel of Honor, Mirror of Holiness, and Citadel of Wisdom. The meditations lead the reader through the 30 years which Mary spent during the hidden life of Christ.


The Golden Book Picture Atlas of the World

3 vols.: *Geography and Resources, Industry and Agriculture, People and Places*. Edited by Phillip Bacon. \$10. Golden Press, New York 19, N. Y.

The atlas, for children, contains more than 1000 photographs and maps, all in delightfully vivid colors. The use of photographs, however, seems unnecessarily extravagant, and several pictures which do not contribute much might have been replaced with more written information.

As it is, a bird's-eye view of the entire globe is written and illustrated on North America, South America, Europe, Asia, Africa, and Australia, Oceania, and the Polar lands. Listed at the end of each book are principal countries, islands, cities, mountains, lakes, and rivers. At the end of the last volume, a 24-page section, called "The World in Maps," depicts the world, its physical and political organization, the distribution of its people, its resources, and the condition of its communications and climate.

(Continued on page 102)



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Secondary: BIOLOGY — INQUIRY INTO LIFE by Taschdjian and Hubbert (C 1961). A bold departure from the narrow, technical presentation of biology. Uses a stimulating conceptual approach to the life processes, the successful approach to all ability groups. Treats many controversial areas relative to science and philosophy, e.g., origin of life, but the authors' ultimate viewpoint is a teleological one.

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The Catholic School Journal

SPECIAL AUDIO-VISUAL ISSUE

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Brother Wallace monitors
a Spanish class.

Read how Chaminade High School manages
an extensive foreign language program

"We need Two Language Labs"

By Alfonso Tous, J.D.

Head, Modern Languages Department, Chaminade High School, Mineola, N. Y.

■ Chaminade High School, Mineola, N. Y., a school for boys operated by the Society of Mary, inaugurated in October, 1959, a comprehensive plan to develop an outstanding curriculum in modern languages with the best possible efficiency in teaching and learning. Ten major steps in the program were: all classes in foreign language were to be organized into one department; aural-oral skills were to be stressed; a high standard was to be maintained in general and specific qualifications of teachers; standards required of students for a passing mark were to be upgraded; four courses in French, German, and Spanish were to be set up immediately, to be followed by advanced placement courses in these languages; the program was then to be expanded to include Russian and Italian; there would be a three-year foreign-language requirement; research and experimentation in the teaching of foreign languages were to be undertaken; and, lastly, extension courses in foreign languages for adults would be inaugurated.

A year later, all of these plans, except the three-year requirement, had been set in motion; half of them had been wholly or substantially accomplished; some were completed in one language and started in others; and the introduction of Russian and Italian, together with research in the teaching of foreign languages, was expected for the fall of 1961.

DEVELOPMENT OF THE LABORATORY

Since the aural-oral skills cannot be cultivated successfully in a class of more than 12 students unless mechanical aids are used, and since most of the classes at Chaminade included from 30 to 45 students, a language laboratory was considered a necessity.

We decided that there should be individual tape recordings for each student and that the equipment to be purchased should include remote-control cabinets where the individual tape recorders would be centralized. We needed 82 positions in the system to

give each class at least two laboratory periods a week. That much practice would be needed to insure fluency in a foreign language studied over a period of three years. An initial trial installation was completed in the spring of 1960 and the complete project was ready for use in November, 1960.

The completion of the language laboratory installation involved not only the choice of the basic equipment and its arrangement, but also minute layout plans for each room, including reservation of suitable rooms for the listening periods of the small advanced college placement classes and for conversation stimulated by small-size models of a street, an airport, a school, a church, an office, a factory, a home, etc. It included also the manufacture, by the maintenance department, of cabinets and shelves for the tape libraries; the purchase of multipurpose tape recorders in order to increase the potential of the laboratory and to serve as a reserve for possible emergencies. This included the duplication of tapes and the reproduc-

tion of the basic text in offset form and the preparation of special materials to supplement the text.

THE FSI BASIC COURSE

Our fundamental course is the system devised by the Foreign Service Institute of the United States Department of State for the training of its personnel in foreign languages. This method, which stresses the spoken word, has been used successfully with adults of widely diverse educational backgrounds, but Chaminade is the first high school to try it.

Contents of the Course

The FSI lessons tell, through a series of dialogs, about the activities of a young Foreign Service officer during his stay in a country where the particular language is spoken. Several secondary stories are woven into the lessons, such as the one about the American married couple with children who settle in the foreign country where the husband represents a U.S. business firm.

Simple Presentation

The interesting content of the lessons is masterfully presented from a linguistic and dramatic point of view. The sentences are short, natural, fast moving, yet not too cryptic. The simplicity and the gradual development of the subject matter commend the FSI method for use in the high school even though it was devised for the carefully selected personnel recruited by the State Department.

Idiomatic Expressions

The outstanding characteristic of the FSI system is that it stresses the idiomatic use of the foreign language from the beginning. It is not keyed to teach the students to read the literary masterpieces, but to understand and express themselves fluently and with a near-native pronunciation. Hence, idiomatic expressions are learned first; they do not come at an advanced stage in learning after the proper literal and/or literary translations have been studied.

Treatment of Grammar

There is a progressive, practical development of grammar throughout the dialogs and exercises. This development is centered on verbs, while articles, adjectives, pronouns, and other parts of speech are likewise explained in successive units.

Grammar is taught *inductively*. The explanation of a particular point in grammar is made only after the student

has already memorized several phrases in the dialog illustrating this point. Structural rules then become a coordinating factor and impart deeper meaning to sentences. In turn, they are more readily remembered because the example is quickly recalled.

Grammatical explanations are limited to the *indispensable*; they are confined to the immediate problem involved. Qualifications, exceptions, applications to other areas are left for the specific place where they arise.

Rules of grammar are stated in plain language; they are set forth largely through synoptical charts and in terms that may not require any elaboration on the part of the instructor. Any eighth grader should be able to understand them. Technical vocabulary is carefully avoided.

ADAPTING THE METHOD

For reasons obvious from the preceding description and in the absence of authoritative textbooks with the aural-oral approach at the high school level, we chose the Foreign Service Institute basic course. It was, however, obvious that certain important adaptations were necessary.

The FSI course is designed for mature and scholarly college graduates meeting in classes not exceeding six persons, studying a foreign language intensively for from six to nine hours every day, thinking constantly about foreign countries, and having a wealth of graphic materials about the whole world immediately at their disposal. The teacher, therefore, evokes single rather than collective responses. The text makes no provision for immediately usable phraseology, does not contemplate written tests, and has no illustrations.

The problem at Chaminade was to adjust this system to large classes of bright adolescents who, however, study a foreign language only 40 minutes a day, are concerned chiefly about other subjects, are anxious to learn sentences they can use at once with their classmates, need frequent written quizzes to prove that they have studied overnight the assignments of a predominantly oral program, and need the incentive of many colorful pictures and drawings about the countries where the language is used. In an article entitled "Adaptation of the FSI-FL Basic Course to Large High School Classes," which will be published in a modern language journal, the author of this article tells how Chaminade solves this problem.

USE OF THE LABORATORY

Five periods a week are assigned to a foreign language. Two of these periods are spent in the laboratory, the others in preparation for the laboratory periods and in oral or written tests. There is at least one day between one laboratory period and the next in each teacher's schedule. The actual utilization of time depends upon the length, importance, and complexity of the unit being studied. In general, each unit presupposes a minimum of six hours between lectures and laboratory work, plus four to five hours of private study. As periods are 42 minutes in length, of which only 36 are practically available for instruction, ten periods (360 minutes or six hours) must be used to cover a unit. Under ideal conditions, this would be two weeks. As a matter of fact, each lesson usually requires about two and a half weeks. If, for any reason, the unit cannot be finished in two and a half weeks, we omit certain drills and exercises which cannot be handled adequately in a large class or in the laboratory; for example, the narratives and dialogs of the Conversation Stimulus. The following is the standard distribution of time:

First Week

One laboratory period for concluding the previous unit started two and a half weeks earlier.

One laboratory period for practicing new dialog.

Three classroom periods for teaching the dialog of the new unit and finishing the previous unit.

Second Week

Two laboratory periods devoted principally to mastering the new dialog and practicing new drills and exercises.

Three class periods for practicing new drills and exercises, and explaining them, in preparation for the two laboratory periods.

Third Week

One laboratory period devoted to testing orally and finishing the unit.

One class period for testing in writing. This need not be more than a 10-to-15-minute quiz.

Following Up the Dialogs

This first use of the laboratory is to follow up the dialog which has been learned to a large extent in the classroom and is the core of the unit. An average of two hours (three classroom periods) is required to cover adequately



Over-all view of the 36 position language lab in the basement of Chaminade high school. Another 46-position lab is located on the first floor. The cabinet behind Dr. Tous contains cartridges of tape recordings.

Electronic Education

The extensive foreign language program
at Chaminade High School makes use
of equally extensive laboratory facilities



Lessons demand concentration.



An advanced college placement class in Spanish IV gathers around a Caliphone master tape recorder with 10 earphone attachments. Under the direction of Dr. Tous, they listen to recordings of major UN speeches.



Brother Siegwarth, who teaches German, inserts a master tape cartridge into a slot in the Linguatrainer control center.

in class the 17 to 24 sentences of the dialog. The teacher leads the class (personally or by means of a taped "master") in repeating each sentence aloud many times, until he thinks that at least two thirds of the class has learned the sentence well enough. Then he calls on about one third of the class to repeat the sentences individually without a monitor of teacher or tape. When this has been accomplished satisfactorily, the laboratory is used as a follow-up for further oral practice and as a means for the teacher to aid students most in need of his help. In the meantime, those who do better and need less help keep practicing and advancing at their own speed in the laboratory.

Practicing Drills

The laboratory can be employed directly and as the original source for drill practice. As the exercises do not include any words or phrases not previously *overlearned* in the dialogs, there is no need for the teacher to go over these drills in class before presenting them to the students, as is done with the dialogs. If the latter have been "drummed" into the learner's ear and memory as they should be, the exercises should flow without any difficulty. The teacher may use a classroom period to explain the *purpose* of the drills, and, in the absence of enough laboratory time for adequate practice of the exercises, he may run through some of them during class, but he does not have to repeat them in the laboratory.

Laboratory Testing

For oral testing in the laboratory, the student is forbidden to take any written material to the booth. There he finds a page containing numbered sentences in English which he is asked to translate directly into the foreign language. He should not repeat the number or the text of the sentence in English—both for the sake of saving time and preventing himself from changing continually from one stress or intonation to another. Testing should be done in 10-to-15-minute recordings in order to derive the greatest benefit from sustained use of the foreign language. The student should identify himself at the beginning and end of his recording.

While this testing is going on, the teacher should not be at the console but supervising from the back and the sides, where he has a better view of the class. In a 15-minute recording the student usually covers the equivalent of what would take him four times as long

if it were in writing. After the testing, the students should be allowed to listen to their own recordings, while the teacher checks their performance.

Most teachers do not have time to go over each tape individually, nor is this necessary. However, the teacher can ask groups of five students to go over their recorded tests with him after school. This is helpful particularly to the slower students.

Monitoring and Marking

Through the "intercom" system in the laboratory, the teacher may address all the students or get in touch with them individually. In the latter instance, he may just listen without the student's knowing it, or he may talk to the student and get a response from him. In this manner, the teacher may point out mistakes the student has made during both his recording and his listening periods. Corrections may be made by simply saying in the foreign language: "Not (*imitation of the mistake*), but this (*right way of saying it*). Repeat." The teacher should require repetition until it is satisfactory, and then turn his attention to another student.

During a laboratory period the teacher should make it a practice to contact each student at least twice. He may keep his class register handy so as to jot down his appraisal of the student's work.

Repetition is the heart of learning, particularly in an inductive process. In a foreign language, even after the dialog seems to have been learned perfectly, the material must be repeated frequently for a period of four successive weeks before it becomes as natural as one's own language. Hence, both classroom and laboratory periods should start with a 5-to-10-minute review of materials previously covered. A dialog usually consumes about five minutes, allowing for the student to make his own recording in the interval between one prerecorded sentence and the next. Another five minutes are occupied in hearing the recording. When the student has learned the dialog well, he may just be given the same written on a page, in English or in the foreign language. His recording then will consume only three minutes.

Although the great advantage of the language laboratory is that it increases oral practice as many times as there are students, this will be of little positive help unless the student is told what his mistakes are most likely to be and how he should correct them. The

teacher cannot personally correct much more in the laboratory than he can in the classroom, though his capacity in this activity is increased about 40 per cent because he does not have to call upon the students by name or repeat the sentences in English. On the other hand, the students in the laboratory who are not called upon for correction have the disadvantage of not hearing this. If the learner is not corrected sufficiently, or if he does not learn how to correct himself, his increased oral participation will simply turn his mistakes into habit. Hence, the tremendous importance of developing in the student a self-critical attitude. This may be accomplished by asking him to repeat the same phrase, without the teacher's correcting him, until he becomes aware of his more common mistakes and, by correcting himself repeatedly, he unconsciously develops a sort of allergy toward these errors. Then his potential with regard to foreign languages is suddenly increased a hundredfold. Can a teen-ager learn to evaluate himself? The answer, based on numerous daily examples is: *Certainly!*

EXTRACURRICULAR USE OF THE LABORATORY

The 82-position language laboratory at Chaminade High School—the largest and most modern one at the high school level in the nation—is widely used outside the regular curriculum.

In the morning it is used for the optional foreign language courses, e.g., Spanish IV and French III in the advanced college placement courses.

In the afternoon it is available:

1. To make up laboratory periods missed during the regular schedule.
2. To clear up "unsatisfactory" work, even by students who are passing but are capable of doing much better.
3. To improve future marks. Students are encouraged to come for a minimum of two hours per week, where one hour is given to review, while the other provides aural-oral practice not in the curriculum. Such students may have two to eight points added to their grades for the period of their attendance.
4. To review material already covered. Any student may go into the language laboratory after school and ask that a certain tape be played for him.

For the most effective use of this extracurricular time, students must attend on days when teachers of their language are in service. For each language instructors serve in the laboratory three times a week after school hours.

The Language Lab... in the Grade School



By Brother Cornelius McDonnell, F.S.C.H., Ph.D.

Dept. of Modern Languages, Iona College, New Rochelle, N. Y.

■ During the summer of 1960 the department of modern languages of Iona College sponsored a six weeks' course in French for elementary school children. Forty children participated in the program which was held from 9:30 until 11:30 each morning. A novel feature of the course was the employment of the language laboratory.

Iona College has a 30-booth audio-active laboratory. When it became known last March that the laboratory would be used for elementary school children, the skeptics used their most persuasive powers on us. "It will be a toy to them." "They will have a great time imagining themselves little space men and women." "How do you expect nine-year old children to sit quietly in a language lab?" But the nine-, ten-, and eleven-year-olds con-

founded the skeptics, and proved once again how serious children can be when given an intellectual challenge.

Each of our three classes spent twenty minutes a day in the language laboratory. The teachers made the tapes from material memorized by the children in the classroom. There were two types of oral material presented to the pupils. First, patterns which the children repeated. Second, simple questions based on the material memorized. We found that a short series of patterns or of questions—lasting about five minutes—and repeated often, was most effective. We also found that taking the children each day to the laboratory was asking too much of them. Next summer each child will use the laboratory only three times a week.

Before the summer ended, we made

tapes consisting of all the questions asked of the children during the course. For twenty minutes they spoke in French, answering unhesitatingly all that was asked of them. Here is a sample of what was on the tapes:

*Quel âge avez-vous?
Quel âge a votre ami?
Où allez-vous ce soir?
A quelle heure?
Avec qui?
Avez-vous diné?
A quelle heure?
Avec qui?*

We were so pleased with the results that next summer we intend to expand our offerings. In the summer of 1961 we plan to offer French in three degrees, and beginning classes in Spanish and Italian.



The oral-aural approach to language study is demonstrated by Barbara Cratty, a junior at St. Mary-of-the-Woods College, while her French teacher, Sister Gertrude, S.P., supervises.

...and in the College

■ St. Mary-of-the-Woods College at St. Mary-of-the-Woods, Ind., now has a language laboratory in operation to expedite the learning of the seven languages taught there: French, German, Italian, Russian, Spanish, Latin, and Greek.

The air-conditioned laboratory has 30 student booths. Each is equipped with Rheem Califone electronic recording and receiving instruments, that can be used simultaneously for four different language programs.

Half of the student positions contain "duplex" recording equipment where the student can select tapes from the tape library and work at her own speed. The other 15 positions contain enclosed recorders. "Master" messages to these must be broadcast from one of the recording units at the console. In both types of booths, however, the student can tape record her own pronunciation and her own answers to questions.

Audio-Visual Aids Serve Both Teachers and Pupils*

By Sister M. Stephen, Ad.PP.S.

Dept. of Business, St. Edmond High School, Ft. Dodge, Iowa

■ The methods by which a school attempts to carry out its mission are many and varied, for teaching requires knowledge of content, of the learning process, and of educational techniques. Important as each of these knowledges is, none of them can be ignored to the detriment of another. However, for our purposes, one specific educational technique — the use of audio-visual aids — will be examined and suggested as a way to make teaching easier, as well as more effective. None of the uses of audio-visual materials which will be suggested purports to be the only one suited for a particular class. The choices are merely indicative of several possibilities among many.

What Audio-Visual Aids Contribute

Many studies have been made to test the values of various kinds of audio-visual materials: photographs, motion pictures, educational television, filmstrips, recordings, tapes, models, role-playing, etc. *The Encyclopedia of Educational Research* lists seven proved contributions of such materials: (1) reduce verbalism; (2) offer high degree of interest; (3) make learning more permanent; (4) provide reality of experiences, stimulating self-activity; (5) develop continuity of thought; (6) con-

tribute to growth of meaning and vocabulary development; (7) provide vicarious experiences, contributing to efficiency, depth, and variety of learning. (8)[†]

Charles F. Hoban, project director of the Institute for Cooperative Research at the University of Pennsylvania, maintains that increased efficiency of instruction is obtained by the use of audio-visual materials, and that their use would greatly increase educational achievement (9).

They Reduce Verbalism

Getting students to use language that contains substance as well as meaning and demonstrates understanding of the subject is the result of teaching for understanding. In other words, teachers must create the kind of learning situation that will promote mental growth. Edgar Dale maintains that: "Audio-visual materials do provide a concrete basis for conceptual thinking, [hence] they give rise to meaningful concepts — to words enriched by meaningful associations" (6).

The following questions, suggested by Robert Briggs, in a recent issue of *The Balance Sheet*, may well be considered by any teacher who has established personal-use goals for her class:

1. Do students have adequate conceptual backgrounds for understanding the materials used? If not, what varied experiences can be provided in an effort to extend meaningfulness?
2. Do materials available appear important to the student in terms of their needs and purposes?
3. What must be done to further explain indicated relationships, to escape "local restrictions," to minimize verbalizing?
4. Are problem-solving activities utilized in the classroom? Is reasoning encouraged, or are the students preoccupied with completing workbook forms? (2)

Satisfactory answers to these questions can be obtained if the teacher uses group projects, dramatizations, contrived experiences, and a wide variety of audio-visual aids. For example, student-made models on an exact scale do have value in reducing verbalizing. Students are able to use the models to point out and explain in concrete terms their otherwise abstract statements.

Latin students in our school recently planned and constructed various objects depicting Roman life and culture. The students derived a great deal of satisfaction from the experience, and gratified their teachers with the knowledge they displayed in their oral and written explanations of the items, their construction, and uses. In addition, the ability to comprehend form and meaning, to define terms, and to marshal facts required logical reasoning and a demonstration of understanding and appreciation for an age and culture all of which would not have been as effectively acquired without the use of this particular type of visual aid — model-making.

A-V Aids Promote Interest

The learning process requires activity by pupils. If the teacher neglects to en-



Tape recordings can preserve class debates, dramas and discussions for future class use.



In the business education class, students play roles in a job interview situation.

* From a paper entered in the Viewlex, Inc., 1960 contest on the subject: "How Audio-Visual Aids Make Teaching and Learning Easier."

† Numbers in parentheses refer to the list of references following this article.

list their participation, her efforts to impart ideas and to encourage understanding and reflection will not be successful.

Audio-visual materials, properly used, can involve the students and contribute immeasurably to learning. The experience of one teacher, who apparently believes and practices this, was reported in her article, "Visualizing How a Bill Becomes Law" (7). Several pupils used wood-burning sets to engrave a picture of the U. S. Capitol on a piece of plywood. The twenty-five steps by which a bill becomes a law were also lettered, but not in their correct sequence. Electrical cords, attached to the plywood, caused a light to illumine, when a student, in selecting one of the steps, touched a metal rod to the current. If the choice was not in the correct sequence, the light did not go on. When, however, all 25 choices were correctly selected, a light in the Capitol dome went on to indicate that the bill had become a law. Knowledge of the important steps involved in the passing of a bill; familiarity with tools and electrical equipment; co-operative effort on the part of the construction committee; satisfaction from accomplishment through group efforts; interest and involvement in a subject which is of civic and social significance—all these proved well worth the efforts of the teacher and her class.

Dramatization Fixes Impressions

One effective way to help learning become more permanent is dramatization. Dale lists five important reasons for this:

1. Subject matter of the dramatization is stirring and attention compelling; as such it is not easily forgotten.
2. Dramatized experiences may have marked therapeutic value.
3. Dramatizations teach students to work co-operatively toward a common goal.
4. Each participant develops empathy for the character he portrays, because he must reflect his meaning.
5. Incidental values accrue also: enrichment of insights; long-lasting and deepening effects upon participants; diction, voice control, and poise are improved (6).

A type of dramatization which is especially effective in making meaning more permanent in secretarial and clerical classes is that of role-playing. For the teaching of telephoning skills, receptionist work, and applications for jobs, role-playing provides motivation and interest and it induces correct attitudes in human relationships, which will be needed to insure later success in the business world. It is also a type of



Sister M. Albert, Ad.P.P.S., teacher of Latin at St. Edmond High School, examines models which her students made to illustrate Roman culture.

dramatics which appeals to adolescents, because, by play-acting, they can be transcended into another world. In this regard, Marietta Cain, a business education teacher, writes in her booklet:

"Role-playing can do much for the student. It can help him learn rapidly, participate with a group, develop creativeness, foster self-respect, encourage contributions, initiative, self-evaluation, and overcome his natural shyness.

"For the teacher, role-playing offers advantages, too. It enables her to learn more about the character of her students, which will be useful in counseling them; helps her discover new facets to the student's personality; helps establish student rapport; teaches one to efficiently organize lesson plans; accomplishes self-growth in initiative, resourcefulness, and psychology" (3).

Aided by a Tape Recorder

Add to this technique the use of a tape recorder to record the students' dramatizations, and the teacher has them for use and re-use. They may have been exceptionally well-done dramatizations. With the recording on tape, the teacher has preserved a vital and useful presentation for future class illustrations. Or, if the teacher feels that there was room for improvement on some of the points brought out in the extemporaneous skits, having them on tape makes them available for playback where the weaknesses and shortcomings can be discussed, and suggestions made for improvement by the teacher or the students themselves. Thus, role-playing, the recording of it on tape, the discussions, playbacks, and a second recording

of the student skit following the discussion period all make a valuable contribution to the teaching of telephone skills, receptionist work, or the application for a job interview.

A-V Aids Stimulate Self-Activity

The April, 1960, issue of *Overview* contains the following statement by Mr. Archibald B. Shaw: "The most pressing problem is to get teachers away from the single textbook, from the read-and-recite lecture-and-echo methodology" (15). Audio-visual aids, while not replacing the textbook, are mighty handy to have around to supplement it, and can do a great deal toward fostering self-activity.

Projecting Still Pictures

Still pictures, when projected on a filmstrip, slide, or opaque projector are useful for introducing a new unit, or summarizing it, or for stimulating discussions which would open the door to further topics of interest to individual students. As a source of background information, a set of slides, or filmstrips, can offer as much basic instructional material as a textbook to aid in the understanding of abstractions, in the encouragement of thinking, and the fostering of reflection. Many of the filmstrips and slides now available are designed to accompany the textbook, or relate to it, so that they amplify the instructions. Then, the encouragement of making one's own slides is a method of self-activity which has exceptional

possibilities for making ideas, values, attitudes, thinking, and planning more clear to students.

It must be noted that, a set of slides, or a filmstrip, to really stimulate self-activity, needs follow-up. We must provide a period of discussion, permitting students time to express entirely new questions, new insights, new problems that result from the experience of viewing the still pictures.

A-V Aids in Private Study

Lloyd McCleary, associate professor of education at the University of Illinois suggested another reason for using audio-visual aids to encourage self-activity in students:

"Shops, libraries, science and language laboratories work space and equipment for the use of tapes, television, and the like, under the care of a para-professional teacher or a laboratory assistant, are already available in some schools during out-of-class study time. Such facilities with proper provision for their use create excellent study conditions and do not involve the taxation of teacher time. This kind of activity meets many of the objections to homework held by parents and teachers. These activities could be incorporated with leisure-time pursuits, relieve the home of the burden of providing materials and equipment, enrich and extend classroom experience, and promote the development of independent study" (12).

Develop Continuity of Thought

Continuity of thought is encouraged when multi-sensory tools are used in teaching-learning. For this reason, motion pictures add to continuity of learning:

"Out of the maze of the curriculum, courses, textbooks, that make up a student's life, the teacher and the student must somehow weave together religious, social, scientific, mathematical, creative subjects with numerous skills of communication and make an application of this mass of knowledge to his spiritual, mental, and physical life. To this the learner brings greater or lesser ability and a varied and wide range of mental and physical growth. He also brings his "forgetting curve" which fluctuates according to interest, attention, and understanding" (4).

Motion Pictures Are Dynamic

As we already suggested, motion pictures can do much in the way of influencing attitudes and behavior in youth. Guidance directors and teachers ought to be cognizant of the possibility expressed by L. L. Thurston to the effect that, "It is possible to change certain attitudes, and also, with reference to the continuity of learning, films repeated in a specific sequence can account for a cumulative effect upon a personality" (13).

Human-relation implications are implicit in many films and important les-



Sister M. Michaelo, B.V.M., teacher of music appreciation at St. Edmond High School, and members of the chorus use a slide projector and record player for a class program.

sons in the better understanding of oneself and of others are often conveyed incidentally. For this reason, teachers ought to be on the lookout for selecting audio-visual materials for the lessons of human interaction which need clarification, reinforcement, or emphasis in the students she teaches or counsels. When we select a film or any audio-visual material, for that matter, we should be looking for the values it will impart in regard to making students better, more helpful, understanding toward others and the world at large.

Visualize Words and Statements

Teachers have an obligation to make the educational techniques they use meaningful, to help students visualize as they read the relationships between peoples in work and natural environment. But it is difficult to visualize what has been read when it isn't within the experience of the students. For this reason, bringing in audio-visual materials can contribute to the teaching and learning of word meaning and vocabulary development. How?

"Unfamiliar words which seem to bear no relation to the lives of the children should, when possible, be made real to them. . . . The teacher can first be sensibly selective in choosing the words to be treated in this way through association with physical and mental experiences. Then, once chosen, she can allow the children to handle objects, write and discuss pictures, hear and tell stories, write compositions, and engage in countless other activities" (5).

Such a program would include the utilization of any one or several of the following A-V materials: pictures, records, tapes, charts, filmstrips, television, motion pictures, the radio. Edgar Dale, suggests that the radio in the classroom can be of value in practically any subject, to accomplish growth in meaning and vocabulary development:

"In English classes, simulated or actual radio broadcasts or even a study of the radio medium are used to stimulate writing (especially in the aural style). Spelling, pronunciation, sentence structure, and other elements take on a new meaning as they are put to use through the radio. . . ."

"News programs are among the most useful broadcasts, especially when adapted to the age level of the listeners. . . ."

"Social-studies: Forums on public questions offer many possibilities for enriching classroom activities."

"Science classes have a number of possibilities, chiefly with broadcasts planned to explain in simple, interesting terms some of the new developments in physics, chemistry, medicine, and the like" (6).

The Language Laboratory

Another forceful example to illustrate the advantages of using an audio aid is the upsurge of language laboratories in so many schools, elementary through universities. The oral-aural method of learning a foreign language has proved by far more effective, interesting, and permanent than any method heretofore employed. The use of more senses in acquiring a new skill makes the task easier for both student and teacher. In a recent article, Sister Mary Madonna, dean of Dunbarton College of

Holy Cross, Washington, D. C., wrote:

"It must be remembered that if audio-visual devices do a better job in certain areas than do instructors, they have a real place. By reducing the instructor's workload and by making it possible for every student to concentrate on the oral-aural approach every minute of every lab session, tapes have a monumental place in our system of teaching foreign language" (11).

Substitutes for Experience

Time and space prevent us from experiencing many things which we would like to see, hear, feel, and know. To overcome these handicaps, audio-visual materials offer a very satisfying, if not a total solution. Through the medium of tapes, recordings, photos, models, posters, television, motion pictures, etc., we can surmount the time and space barriers and bring into our lives, at least vicariously, what we may otherwise never have seen, heard, felt, known, and appreciated.

To illustrate the power of A-V aids to contribute to the efficiency, depth, and variety of learning, an example or two taken from the fine arts is apropos. A teacher of music naturally makes audio-visual aids a part of her teaching tools. In cultivating the ability to hear, or ear training, records for musical dictation and the basic elements of musicianship are necessary. For, unless the student is naturally endowed with perfect pitch, he will need records to compensate for his lack of natural abilities.

Again, in the field of music education, there is the practice of teaching appreciation for the music of the masters, past and present. Recordings and tapes made of their compositions are invaluable in the enrichment program.

There is a unique relevance between visual aids and art in the curriculum, since painting, drawing, and sculpture are actually visual materials in themselves. This doesn't set any limitations to the adaptability of audio-visual aids, one which we shall suggest as worthwhile for obtaining depth of learning, and variety, too. The Committee on the Function of Art in General Education writes that:

"Sketching trips can be made to open up many new areas. If the children live in the city, trips to unfamiliar parts of the city, to industrial centers, or to the country will help to do this. . . . City children from the more privileged sections profit greatly by some sketching trips to a slum area, where they can observe at first hand the people and living conditions. As a result of such a trip art work takes on a new dimension, often portraying with real discernment different character types, living conditions, recreation conditions. . . ." (9).

Advantages of Television

Finally, a word about television as an audio-visual aid in the classroom. Actually, it has unlimited possibilities for contributing to all seven of the areas which research has proved of value. Because it captures both the eye and the ear, TV commands the student's attention in a most absorbing way. In addition, the fact that within any one telecast a whole battery of other audio-visual aids can be brought in, television has possibilities which make it by far the most encompassing of all multi-sensory tools used in the classroom. And it promises to do a great deal more as Charles Hoban, speaking at a convention of Catholic audio-visual educators in Philadelphia stated:

"Since man's development of the gift of language, nothing in the history of communication has the impact and influence of television. Furthermore, technological advances in the field of electronics, including television, are being made at a rapid pace. We can be confident that television as a tool of education will become vastly more convenient and vastly more technically efficient in the foreseeable future" (9).

Teacher First in Importance

At the present time, teachers are making use of time, space, equipment, and facilities in a variety of ways to provide the learning opportunities for which schools were established. But they need to become more aware of the possibilities that have gone untapped in the field of audio-visual aids of many types. We must stress, however, they are merely aids, always to be used as adaptable tools for the teacher, never substituting for her. In the work of education, it is and always will be the teacher who plays the leading part, with A-V materials in the supporting

role. And, if they are used wisely, at the right time, and in the correct learning situations, these materials make teaching and learning easier. Continuing experimentation must be done to provide desirable learning situations.

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ST. MARY'S TEACHES PHYSICS AND CHEMISTRY WITH FILMS

Encyclopaedia Britannica Films has announced that St. Mary's Catholic High School at St. Mary's, Pa., is the first parochial school system that has acquired a complete set of both the physics and chemistry courses on films which have been developed within the past few years by Britannica. Father Donald Haggerty, principal of St. Mary's, said that the two complete sets were presented to the school through the generosity of a group of private citizens.

Sister M. Teresita, O.S.B., teacher of chemistry, has reported that the films

quickly proved themselves helpful in enabling students to grasp more readily the meanings behind various scientific terms and concepts, thus saving classroom time. The physics teacher, James Mallison, said: "With the tremendous increase in scientific knowledge, one year no longer seems enough for an adequate physics course. I feel the lecture series by Dr. Harvey White is a very great help. It presents a definite challenge to both teacher and students. At present, we are struggling with various attempts and methods to meet this challenge."

A-V Reaches a Child's Mind*

By Sister M. Charline, S.S.N.D.

St. Felix High School, Wabasha, Minn.

■ The time? 5000 B.C. A beetle-browed caveman crouches in the sand as he draws a crude figure to help his small son understand the animal dangers lurking in the tall grass. The time? A.D. 1960 Miss Olm snaps on the film-strip machine and immediately 30 students are in the world of medieval castles.

Pictures Are Bridges to Learning

The most basic instructional problem has always been to create an authentic, accurate, and sharply defined mental picture. Statistics made public after World War II indicate that the learning product resulting from the use of audio-visual aids was greater in accuracy, authenticity, and intensity of impression than the learning acquired through any other medium. Now we might ask ourselves, "How do audio-visual aids make teaching and learning easier?"

First, the audio-visual approach makes learning easier by providing a rich background of experiences impossible through other media. A child can follow the path of a bullet; he can watch rose petals unfold; he can view a satellite streak off to the sun; he can see the Disney-like world hidden in a drop of pond water. All the world can be caught on film and brought to the classroom to enrich the mind of a child. Further, any idea possible to the creative imagination of man can be diagrammed, made visual, and so made meaningful.

A Picture Worth 10,000 Words

Audio-visual aids, furthermore, facilitate teaching by reducing verbalism. Not only the Chinese believe "a picture is worth 10,000 words." Teachers assigned to training our forces in World War II likewise followed that maxim. The colossal task of teaching millions of recruits to become trained fighters in the shortest possible time demanded effective and efficient methods. Audio-visual aids were used more extensively than they had ever been used before.

* From a paper entered in the Viewlex, Inc., 1960 contest on the subject: "How Audio-Visual Aids Make Teaching and Learning Easier."

The Bureau of Naval Personnel of the United States Navy Department listed four reasons for using this approach: To learn more; To remember better; To increase interest; To save time.¹

Using the verbal method alone, it would take a full hour of instruction to make students familiar with the arrangements of a Shakespearean theater. Filmstrips can do a more lasting job using half the time. To show a slide to a class and say, "This is a replica of the Globe Theater," not only reduces verbalism, but it increases the accuracy of the concept. An abstract concept, like determining the velocity of light, can remain all too abstract even for the senior physics student. But let him see graphically on a screen the mile-long vacuum tube used by Michelson, the octagonal mirror, the lens and the eye on Mount Wilson, and the rays reflected on the mirror at Mount San Antonio and the abstract has a better chance of becoming concrete and accurate.

A Convincing Demonstration

Words alone often confuse young learners; words reinforced by pictures leave an impression that is authentic and sharply etched. "Projected pictures

¹ George H. Fern and Eldon B. Robbins, *Teaching With Films*, p. 5.

possess certain inherent characteristics that are definitely advantageous in a learning situation."² Because attention is heightened and disturbing elements are at a minimum, there is a greater rate of retention. Studies were made at Toronto to determine the effectiveness of television teaching. One hundred students of comparable intellectual backgrounds, test scores, and I.Q. results were divided into groups of 25. Group one was given a TV lecture; section two was subjected to the same lecture via radio; the third division had a teacher-lecturer; the last group read and studied the material privately. Test results were startling. Ranking first in the examination was the TV-taught group, followed in turn by the radio division, the self-study group, and the teacher-lecture group. The significant point to be made is that the audio-visual group placed first.³ It was the only group where appeals were made to two senses—visual and auditory.

Audio-visual aids are the magic genii of the twentieth century that bring the whole world into the classroom and let every student say with Robert Browning's "Ulysses," "I am become a part of all that I have met." They are the Midas wands that make us all millionaires spending fortunes on new experiences.

Because they reduce verbalism, produce an accurate, graphic concept, and insure greater retention, audio-visual aids are the bridges to the minds of children.

² *Ibid.*, p. 3.

³ Sister Mary Peter, "Educational Television: Tool of Creative Teaching," *The Catholic Educator*, April, 1958, p. 576.



LaSalle Academy, Providence, R. I., operated by the Christian Brothers, has 150-booth language laboratory. Instructors sit at the far right.

What's good on TV?

Why not combine homework with televiewing?

By Ella Callista Clark, Ph.D.

CSJ Audio-Visual Consultant

■ Television seems to be here to stay, so let's put it to work for us. Research indicates that children spend about as much time on TV as in school, and adults invest more time in televiewing than in any other leisure time occupation. The powerful impact of TV on our lives is tremendous. How can we extract maximum value as well as wholesome entertainment from this modern time-consuming miracle?

First of all, we need to remember that the airwaves do belong to us. Stations are merely licensed to operate in the public interest, convenience, and necessity. Therefore, everyone of us has a stake in present and future trends in television.

One of the promising ways of making TV work for us is to skim off for our viewing the cream of the TV offerings. Frequent inquiries from interested persons ask for suggestions as to which TV programs now on the air represent this cream. Some groups and individuals concentrate on the business of careful evaluation of airfare and are willing to share their findings. Attesting to the desire for such a list, recently the writer's TV article in a parish bulletin, the subscription to which is nationwide, brought within a brief period more than 200 requests for a list of worthwhile TV programs. In response to additional requests for such information, this article submits some of the current results obtained by a large number of persons who are attempting some of the current results obtained by a large number of persons who are attempting to do creditable organized research in this fascinating field of TV.

Taste is a personal matter and often business interests sway an individual, therefore choice of programs cannot be unanimous. However, all of us should be interested in upholding standards of good taste and of thinking seriously about the probable effects of certain programs on the viewer, be he child or adult.

Educational TV Stations

There are now some 50 educational TV stations dotting the U. S. and tied together with the efficient National Educational TV organization. These stations produce a variety of programs of local interest and also televise many educational, cultural, and informational programs made by or collected by the N.E.T. organization. For example, currently, the delightful series of 12 half-hour programs titled "The Ragtime Era," featuring the versatile Max Morath, presents a charming background of the development of modern popular music. This program has received rave notices in several metropolitan newspapers. Actual classroom teaching via TV is, of course, one of the major activities of many educational TV stations as school systems experiment with sharing excellent teaching with any classrooms within their TV range or by closed circuit TV.

Emerging at this time and commanding wide interest is the plan for airborne TV programs to be broadcast from airplanes into schools in the central states. Technical difficulties are delaying the anticipated January, 1961, initiation of this project being developed at Purdue University.

Commercial Television

Most of our televiewing time is spent watching commercial TV. In these network and local programs, income from advertising supplies the money to cover costs of production plus financial return to the producers. Since commercial TV pays its way with revenues from advertising, it attempts to lure as many viewers as possible and induce them to buy the advertiser's products. Commercial TV is similar to a giant cafeteria which tries to attract and hold patrons of widely varying tastes. To accomplish this purpose, it offers a vast array of programs some of which make a distinctly constructive contribution. Others reflect the stereotyped western, crime show, trivial

drama, or the quiz programs. Whatever type of program attracts the largest audience is rapidly multiplied; hence the preponderance of westerns and quiz shows which offer valuable prizes. However, some commercial offerings are making excellent constructive contributions.

Continental Classroom

More than 300 colleges in the U. S. are giving college credit for the two telecourses in chemistry and statistics and probability which NBC presents throughout the U. S. 6:00-7:00 a.m., Monday-Friday. Many persons not interested in credit but desirous of improving their knowledge or teaching ability in either of these areas are among the half million viewers who currently take advantage of this unusual opportunity for more education.

Sputnik and other recent developments have alerted us to the need of keeping up to date on the fast moving developments all around us. The recently innovated live broadcasts of the presidential press conferences and the UN activities, are illustrative of signal contributions in bringing us on the spot coverage of major happenings.

World Events

Each morning and evening the major networks present the important events which have transpired within the past few hours. Besides, there are special programs each week which provide fascinating and more complete background on major current developments. Among the best of these this year are the following. Time given is for the Milwaukee area. Please consult your local listing for times in other communities: UN in Action, Sun., 10:00 a.m. — CBS; Chet Huntley, Sun., 4:30 p.m. — NBC; Twentieth Century, 5:30 p.m. — CBS.

Face the Nation (Mon., 9:30 p.m., CBS) and Meet the Press (Sun., 5:00 p.m., NBC) provide revealing interviews with persons of national or international stature. Winston Churchill — The Valiant Years (Sun., 10:15, ABC) presents documentary films of the war years with occasional contemporary shots of war participants. It is somewhat of a pictorial condensation of Sir Winston Churchill's monumental six-volume history of World War II.

Cultural Adult Programs

After a year's absence, Omnibus (NBC) has returned on occasional Sunday afternoons to bring us some

of the best shows on TV. Camera Three (Sun., 10:30 a.m., CBS) provides some exquisite glimpses of drama, ballet, and other stimulating phases of life. Hallmark continues to present occasional excellent Sunday programs. The Bell Telephone Hour in alternate weeks brings high class entertainment or important informative programs. For example, its recent program on Heredity gave clear, comprehensive and easily understood background on this important topic.

Children's Programs

Captain Kangaroo (Mon.-Sat., 7:15 a.m., CBS) is a first-rate show which provides challenging and interesting content for young children. Similarly, Ding Dong School, seen on various local stations, helps preschoolers explore their world. Shari Lewis (Sat., 9:00 a.m., NBC) presents a delightful children's puppet show. Shirley Temple (Sun., 6:00 p.m., NBC) presents many of the story book favorites. Huckleberry Hound (Thurs., 5:30 p.m., ABC) interests children and is usually devoid of violence. You Are There now being re-run in many communities dramatizes great events in history

so as to make the human drama of the past come to life vividly. Mr. Wizard, a science teacher and his boy and girl companions deliver a conversational presentation of everyday science experiments which are informative and entertaining.

Expedition (Sat., 6:00 p.m., ABC) features films of authentic exploration of remote corners of the world. These stories, which often bristle with adventure, take the place of John Gunther's High Road of last year.

Music

Leonard Bernstein and the New York Philharmonic Orchestra (Sun., 3:00 p.m., CBS) open wide doors into children's appreciation of good music and adults enjoy it, too. World Concert Artists (Sat., 8:30 p.m., NBC) provides intimate glimpses into the lives of such artists as Heifitz, who during the program also play some well known compositions. Family Classics, CBS, brings us some of the outstanding literary masterpieces.

Religious Programs

TV and radio supply a number of programs designed for various religious

groups. Among the excellent Catholic programs are the following:

RADIO

Ave Maria Hour, Rosary Hour, Hour of the Crucified, Hour of St. Francis, The Christophers, Family Theatre, Sacred Heart Hour, National Council of Catholic Men (Lamp Unto My Feet, Christian in Action, Catholic Hour.)

TELEVISION

Sacred Heart Program, Family Theater, The Christophers, Hour of St. Francis, Chalice of Salvation, National Council of Catholic Men, (Look Up and Live, Lamp Unto My Feet, The Catholic Hour, We Believe, Bishop Sheen.)

Which of these are available on your local radio and TV stations? Each of us can play a major role in getting good programs such as these on our local radio and TV stations. If they are available locally, each of us may respond to the challenge of listening to them ourselves and urging many others to do likewise. Here again, an occasional written commendation of a program or a word of thanks to the station that carries them lets managers know that we appreciate them.

How can I find the RIGHT A-V Aid?

Where to find it and how to evaluate it

By Ella Callista Clark, Ph.D.

■ Sputnik has roused the world to the importance of the best possible teaching and maximum development of every student's potential. Abundant proof indicates that wise use of appropriate audio-visual aids is invaluable in achieving this excellence. Therefore, the dedicated teacher of students of any age level is constantly on the alert for information on what is available and how it can be used to achieve optimum learning.

Often a nonprojection audio-visual aid may be the answer. An object, excursion, picture, map, globe, demonstration, bulletin board, diagram, or chart may be the best possible means of explaining a certain concept or clarifying a major generalization. Effective teachers have made abundant use of these for centuries and still do.

Currently filmstrips, slides, sound motion pictures, tapes, long-play recordings, and the so-called teaching machines have stolen the headlines and stir the imagination of teachers who are bent on nurturing the nation's greatest asset, tomorrow's citizens.

However, the wise teacher keeps his feet on the ground and from this vast array of promising teaching tools tries to select and use effectively that which best suits the present teaching purposes and the students concerned. In fact, if he can answer this question affirmatively, he can feel confident that the proposed material should achieve the desired results: *Is this the best available means of presenting this material to this group of students in order to achieve the desired objectives?*

It is of the utmost importance to

consider this matter carefully since unfortunately audio-visual aids inappropriate to the group of learners or the purpose of the lesson can be a waste of time. The best insurance against such a travesty is knowledge concerning the advantages, limitations, and uses of the various audio-visual aids. Special audio-visual courses, reading informative articles, and advertisements in magazines and books, and examining the materials available at conventions or elsewhere are effective ways of updating oneself in this rapidly expanding field of audio-visual aids.

Where Can I Find It?

"What are the best recent audio-visual aids available for my purposes?" is one of the questions uppermost in the mind of the alert teacher. Among

the best sources of such information are the following:

1. Special audio-visual sections of various periodicals such as the CATHOLIC SCHOOL JOURNAL bring you reviews of the newest audio-visual aids. In addition, special articles, aimed to supply suggestions on various aspects of sources and best uses of audio-visual aids also appear frequently in such magazines. Besides, entire magazines such as *Educational Screen* serve these purposes exclusively.

2. *The Educational Film Guide* published by the H. W. Wilson Co., 950 University Ave., N. Y. 52, performs an outstanding service in listing, describing, and giving source and cost of educational films. Divided into three parts, it supplies a title list, a subject list, and a directory of main sources. Brought up to date periodically, it is the best available source of information on 16mm films. It is available for reference in most large public libraries or can be ordered on a subscription basis.

3. Similarly, the Wilson Co.'s *Filmstrip Guide* performs the same service in supplying information concerning 35mm. filmstrips released since 1953. It is organized in two parts, the title list and the subject list.

A frequently revised cumulation of all the annual supplements of both the film and filmstrip guides facilitates use both of these exceedingly helpful compilations. All information presented has been verified with the distributor or producer and has been corrected and brought up to date. However, listing of any film or filmstrip in no sense constitutes a recommendation. Each volume also contains a useful directory of main sources of these audio-visual aids.

4. In connection with the state university in many states there is an audio-visual service including rather extensive libraries of 16mm. films available on a rental basis. Check with your nearest state university and if it has such a service, send for a copy of its film catalog which describes each film available in such a way that you can determine, in general, its suitability to your purpose.

Illustrative of a special service along this line, the audio-visual department at Indiana University will supply upon request a separate catalog of 16mm. films in each of several specific areas such as: "Films for Elementary Grades," "Films for Junior and Senior High School," and "Films for Teacher Education." The last named lists and



A filmstrip projector and blackboard illustrations help this Felician Sister explain the Sacrament of Confirmation to her eighth grade class at St. Mary's School, South Boston, Mass.

describes many good films suitable for valuable teachers meetings. For example, it lists 53 on the use of various audio-visual aids alone. A glance over its table of contents reveals titles in many other areas with which teachers have a deep concern such as teaching of skills, guidance, citizenship, mental health, human relations, and methods of teaching. It is not always feasible to have some well-known authority appear personally at the faculty meeting, but films can vicariously bring many such persons to us for inspiration and information.

5. Frequently, it is rewarding to inquire concerning local facilities which may be available. For example, in the larger cities film libraries are occasionally maintained by the city board of education or the public library.

6. Some departments of the U. S. Government, such as U. S. Bureau of Mines and the Department of Agriculture also have films and filmstrips available. The U. S. Library of Congress, too, has complete up-to-date listings of 16mm. films.

7. The Education Film Library Association periodically compiles listings and evaluations of educational films.

8. For listings of free films, filmstrips, tapes, recordings, or pictures and other curricular materials, the Educators Progress Service, Randolph, Wisconsin, each year compiles and brings up to date descriptions of many items available free in each of these areas. Each of the current volumes in this series has been reviewed this year in the audio-visual section of the CATHOLIC SCHOOL JOURNAL.

9. It is also necessary to have at hand reliable, objective information concerning up-to-date audio-visual equipment. The National Audio-Visual Association, Fairfax, Va., has just released its

seventh annual *Audio-Visual Equipment Directory*. This professionally prepared volume evaluates and describes in its 289 pages more than 1000 different models of all types of AV equipment including for the first time teaching machines, classroom radios, and receivers, cameras, and monitors for instructional TV.

Many of the large producers of A-V aids will be glad to send a copy of their catalogs. Many such names and addresses appear in the A-V section and in the advertisements in the CATHOLIC SCHOOL JOURNAL as well as in the Wilson guides described above.

Organize and File Information

It is well worth while for each school to have one person who assumes responsibility for collecting these catalogs and other listings of available A-V aids. A simple system of filing these makes them readily available to all staff members, saves much precious time, and invites far greater use of these means of bringing the world to the classroom. Often the school librarian performs this invaluable service. In many schools which utilize the effective plan of coordinating the A-V program in each building, the A-V director takes charge of this matter of collecting and filing source material on available A-V aids. In this way one staff member occupies the position of A-V director and with the co-operation of principal and other staff members organizes and operates the entire program of which this becomes a part.

The alert teacher can make subject matter vividly interesting and exciting for students of any maturity level. At his finger tips is this vast reservoir of A-V learning tools in the form of pictures, films, filmstrips, recordings, slides, maps, excursions, and other powerful A-V materials.

Federal Aid to Education

Editorials



WILLIAM H. CONLEY, Ph.D.
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Federal aid to education has appeared with renewed vigor in the political arena in recent weeks. Presidential support of specific legislation, in fulfillment of a campaign promise, adds a new force to the already well organized campaign for federal funds for public elementary and secondary schools.

The problem of federal aid to education is extremely complex. Unfortunately, many of the arguments being presented both for and against the legislation are oversimplified and too frequently emotional. There are sound arguments from the point of view of economics and of government against federal aid. There are valid arguments in favor of it because of the common good. The necessity for federal aid, however, has not been clearly demonstrated. Despite this, major concern today is with the type of aid to be given and with its extent.

If federal aid to education becomes national policy, the legislation which makes it operative should be based on accepted principles. These include:

1. The family has the primary right and obligation to educate its children. This has been upheld by the Supreme Court of the United States.
2. Parents have freedom of choice, according to the American tradition, of means to attain their goals.
3. The state has the right to require a minimum level of education for all children, since this is necessary for the common good.

Since the state has the right to demand a minimum amount of education for all children, and since the law of the land guarantees to parents the right to choose the kind of education they wish for their children, it would seem that the state has an obligation to make possible economically the exercise of the rights of parents.

The President and many others hold that direct aid to church-related schools is unconstitutional. Public opinion and the past policy of the Catholic bishops appear to be against such direct aid. But it would seem that in justice parents who choose

to send their children to church-related schools should receive some type of financial assistance.

Financial assistance can be granted to parents or to children without making direct grants to any school. The principle has been established at the college level. The G.I. bill provided for assistance to individual students which they might use in the college of their choice. Such aid to parents of elementary and secondary school children would permit payment of costs for instruction which are now borne by the parents in addition to taxes for the support of the public schools.

The present view of federal aid might also very well include a consideration of indirect aid in the form of free textbooks, bus rides, health services, testing programs, and the like for children in the non publicly supported schools. Such assistance could be provided through states as a condition for receiving federal grants for public schools.

Another possibility for some approach to equity would be tax relief for parents who choose to send their children to schools other than those provided by the state. Income tax credits for tuition would be of aid to many parents.

The proposed legislation touches only part of the problem of school aid. It will assist public schools in providing for increased enrollments but it does nothing for church-related schools which are growing at a more rapid rate than the public schools. It will assist colleges and universities regardless of their type of control, and will assist able college students. These nondiscriminatory features of the plan for higher institutions are to be commended.

Educators have a responsibility for leadership in assembling and presenting the complete data and analyzing objectively for lay groups all of the issues in federal aid to education. The responsibility includes assistance in formulating legislative proposals which are in harmony with established principles and which are feasible within the framework of our constitution. — *Wm. H. Conley*

Religion in ACTION

APRIL: GOD WITH US

Sister M. Emmanuel, C.S.J.

St. George Convent, Bourbonnais, Ill.

■ "Rejoice, oh Virgin Mary," the Church sings during the Easter season and young members of the Mystical Body who have aimed at living out the virtues of the Incarnate Word since His coming at Christmas go on by grace to a fuller and more conscious sharing in the life of the Trinity-within-them which has been theirs since Baptism. The virtue program, examen, and mental prayer during this month emphasize a joyfulness of spirit with Mary in the active possession of the treasures of the Heart of Christ which flows unceasingly through the Church. This "living by faith" calls for co-ordination of the truths learned and assimilated in daily practice during the year with special focus set on the glorious mysteries, the Divine indwelling, and the place the Paraclete holds in the life of the maturing Christian. The student's understanding of these truths is important, and children yet untrammelled by temptations that later often present themselves often outstrip their elders both in appreciation and practice of them.

God With Us

The joy of our Lady and the peace Christ conferred on His Church the first Easter Sunday evening is meant for each member of the Mystical Body. Through the influence of the Holy Spirit the child comes to see that Christ's rising from the dead is re-enacted each time a soul gives up itself to seek a better thing in God, with God, and for God. Each conscious act of living out the virtue of Christ becomes a new "I live now not I, but Christ lives in me." The student learns to think of his conduct not as "being good," but as having Goodness within himself, a realization that erases smugness and unpleasant selfish attitudes arising from false ideas of personal superiority.

For some children the use of the aspiration, "My God, I love You," or a

similar prayer makes a motif to be used as a steppingstone to more intimate knowledge and love of the Three Persons living and acting in every morally good action of a soul in "the state of grace." So often sanctifying grace is thought to be "something" instead of "Someone." The grasp of the reality hidden here depends on Divine Providence, but also on the spiritual education of the individual and his efforts to co-operate with grace.

Forgiveness and Peace

Penance was instituted at the very outset of the first Easter season. Early study of this sacrament of forgiveness and peace prepares the student for times when spiritual problems may arise. Trust in the intercession of our Lady and the Angel Guardian as well as the assistance of the Holy Spirit is important. Prudent instruction on the morality of actions, contrition, and

purpose of amendment that fit the age level of the group bear repetition. Stories which present examples which the child may apply to his own case when needed are also helpful.

Another vital truth children grasp readily at this time, is that God's friendship when lost by deliberate serious sin, may be regained by a sincere act of perfect contrition. The child should know that he cannot receive Holy Communion or any other sacrament of the living until the sin has been presented for absolution, but he should also know that from the moment he turns away from the sin because it displeases God, the Trinity lives again with him, bringing the privileges of an adopted child and brother of Jesus Christ.

Wisdom, Age, and Grace

As a concrete activity for the month it has been found helpful to use a folded card on which a rosary has been printed. Each bead represents a certain number of virtue-deeds in which Christ in the Trinity has been allowed to relive His life of virtue. As Mary, by faith, watched Christ's growth in "wisdom, age, and grace," and rejoiced in God's glory, so she is made happy and glad in the renewal of this life in another humanity. With trust in the good God and the intercession of our Lady, the teacher may go forward toward more fruitful endeavor and an ever rising plane of spiritual living for the children who in just a few short years will be members of the Church Triumphant in heaven.

Resurrection

The oak tree waves its mighty arm
To fan the world with a breeze.
The bushes give their dazed
response
By nodding to the trees.

The fluffy billows in the sky
That float o'erhead with ease
Vainly watch their peaceful image
Reflected in the seas.

The peak of creation—a man is
seen
He reaches up his arms

In fondest praise to the God
above,
The Maker of these charms.

As once before a man did raise
His arms to yonder tree;
Did pluck the fruit forbidden
there—
Doom to humanity;

So once again a Man uplifts
His arms to cross-formed tree.
He wins for man this greatest gift,
Life—His victory.

— Sister Mary Grace, O.S.F.
College of Saint Francis,
Joliet, Ill.

An Audio-Visual School Day

By Sister M. Sylvester, O.S.B.

St. Mary Priory, Nauvoo, Ill.

*School days, school days,
Gone are drill and rule days.
Reading and 'riting and 'rithmetic
Taught to the tune of the tape ma-
chine's tick.
Science I teach with films and slides;
Art class will need some records be-
sides;
And where this all stops the budget de-
cides—
I'm an audio-visual fan!
(Tune of "School Days")*

LESSON PLANS FOR FEBRUARY 11

9:00 Opening Exercises

1. Sing *The Lord's Prayer*, by Nicola A. Montani.
2. Sing *This Is My Country*, by Al Jacobs.
3. Sing *Pledge of Allegiance to the Flag*, by Irving Caesar.

9:15 History

"Since we have a free day tomorrow, we'll honor Abraham Lincoln today by studying the life of this famous son of Illinois. I'll show you a film entitled *Lincoln in Illinois*. We can thank the Department of Conservation in Illinois for letting us use it."

9:45 Arithmetic

"Boys and girls, you've been doing so well with finding the common denominators of fractions that today we're ready to learn how to add fractions. First, I'll show you some slides on how this is done; then we'll use our arithmetic books and everyone will have a chance to do some problems at the board. If something still puzzles you after that, let me know and I'll show the slides again. All set? Then, all aboard for Fraction Land!"

10:30 English

"Since we'll be having our tests soon, it would be a good idea to review the eight parts of speech. The best way to do it would be to repeat the program we gave for the P.T.A. last month. First we'll recite the poem I made up

Editor's Note: Since, this month, we are featuring audio-visual aids, we present Sister Sylvester's device for giving to teachers hints and suggestions of how audio-visual aids can expedite teaching and learning. Of course, Sister did not use all of these in one day. You can adapt the suggestions to any day and recall some of the Lincoln ideas for next February. They are for Grade 5.

for the occasion. Let's see how many still remember it."

11:00 Spelling

"All of us know that Abraham Lincoln had very little chance to go to school, but during the few months he did go, I'm sure he took part in spelling bees. So today, in honor of Abe Lincoln, let's have an old-fashioned spelling bee. Boys, stand on the right side by the windows; girls, on the left by the chalkboard. All ready? Then I'll say the words. Anyone who misses a word must be seated. The last three to remain standing will receive a prize."

11:15 Writing

"For writing class this morning we'll review our capital letters. While you prepare your paper, I'll put a record on the record player. It is called, *Skaters' Waltz* by Emil Waldteufel. You'll see how well this music goes with the swing of the capital letters. Watch while I show you at the board. (*Music begins.*) We can use the same tune for capital B and the other capitals."

11:30 Reading

"Instead of our regular reading class today we'll do the playlet we've been practicing. It is called, *Abe Has a Birthday*. Mary, I see you remembered to bring the spice cake we need for Abe's birthday party. My, it smells good!"

12:00 Hot Lunch

1:00 Science

"In our science book we are ready to start the unit about flowers. A good way to begin will be to look at a film I have here. It is called *Learning About*

Flowers and we should thank the Department of Conservation, Springfield, Illinois, for letting us use it." (*Show film.*)

1:30 Music

"Boys and girls, last Saturday every one of you took part in the yearly music festival. Some of you played in the massed band; others played in the piano auditions; the rest sang in the boys' or girls' massed chorus. All of you did a splendid job. Would you like to hear how you sounded? Well, Dr. Spears was kind enough to make a tape recording of all the numbers in which we participated. I shall play it for you now, after I pass out your music folders. I'm sure you'd enjoy following the musical score as I play the recording." (*Play tape recording.*)

2:00 Art

"This afternoon we'll try our hand at a type of art which we haven't done this year—soap carving. Watch carefully as I show you the film called *Sculpturing Is Fun*. We received it from the Minot Company which has lent us many films this year." (*Show film.*)

After showing the film allow children to draw their patterns on the bar of soap and begin carving. Perhaps the most talented will want to make a head of Lincoln. Those with less talent can carve an American flag, or shield, or whatever appeals to them. At 2:50, clean up. Take soap shavings home to use in wash machine.

3:00 Dismiss

Another school day is ended and I'm tired, but with a satisfied, pleasant sort of tiredness, thanks to audio-visual aids.

Easter Bunny

See the Easter rabbit

(*use fist*)

Out hopping on the grass,

(*hopping motion with fist*)

He's hiding pretty colored eggs,

(*form balls with fingers*)

Let's sh while he goes past.

(*put finger on lips and make sound*)

He's a funny little bunny,

Look at his long ears,

(*make ears on head with fingers*)

Oh! see how they wiggle!

(*wiggle fingers*)

I wonder if he hears?

(*cup ear with hand*)

— Sister M. Agnes, O.P.
Holy Cross School
Tacoma 7, Wash.



Checking off days.

■ We teachers are proud of the privilege we hold in preparing little ones to receive our Lord in the Holy Eucharist for the first time. Our class periods are filled with inspiring lessons. A spirit of desire pervades us and flows over to the children. However, there always will be this question, "What more can we do to guide them to a true longing for the Bread of Life?" In what ways can we direct them to a better preparation of themselves? Never can too much be done to provoke the child's own initiative, thinking powers, and creative ability.

Following are just a few devices that have been found successful in developing a yearning in the hearts of children for their First Holy Communion day.

When the lessons concerning prayers before and after Communion are taken, the children launch out into the deep and write their own thoughts. They are trained to organize their prayers under acts of faith, hope, love, contrition, and desire before Communion. Prayers after Communion call for faith, hope, love, thanksgiving, and petition. With a brief explanation, the children are given a particular prayer for an assignment. Upon completion, they read their prayers to each other, thus sharing ideas and enriching those of others. Will this not create in the child a greater facility in praying from the heart? Only children, and of course God, can truly appreciate their efforts. What child cannot understand the sentiment behind the little girl's prayer that says, "Dear God, I love You more than anything; even more than my horse. And I do love my horse!" God surely finds this sincerity to His glory. After the various prayers have been composed, each child chooses the one he considers his favorite, rewrites it on a special paper, and decorates

Some Steps in Preparing the First Communicant

By Sister Marie Regine, S.S.N.D.

Blessed Sacrament School, Morton, Ill.

ates the sheet appropriately for a bulletin-board display featuring Holy Communion.

Another device which draws the attention of the group is a daily calendar countdown. For about a month before First Communion day, as the religion period draws to a close, the children take turns putting an X over the date on the calendar. It reminds them that the visit of their divine Guest is one day nearer. Singing a child's Communion hymn at this time seems to heighten the spirit of love and longing.

Ten Dollars or Ten Cents

A more personal means of helping the children to prepare for the wonder of Jesus' coming is found in the close association of themselves with Christ in the Mass. They are taught to realize that Jesus is our Gift to the Father and that we can be united with the Gift of Jesus. With this truth in mind, the children prepare presents to give at Offertory time. They learn that this is done in connection with the offering of the host. For this reason, each child is given a white cardboard

in the shape of a large host with a little cross on it. For a few weeks before First Communion the child puts a mark on it each time he purchases a gift for Jesus by some act of sacrifice. The children are helpful to each other during the class period in discussing various ways to gather these gifts. In their own words they are able to convey the idea that some gifts are worth ten dollars while others are worth only ten cents.

When this device is developed, the group is thoroughly instructed as to the difference between the real host and their cardboard one. They understand that the latter is only a symbol of their true offering. To impress this idea upon the minds of the adults as well as the children, in the sermon on Communion Sunday the priest points out the symbolism of what is to follow. Immediately after the talk, so that the order of the Mass may not be interrupted, each child approaches the altar railing and deposits a host in the ciborium, thereby offering himself in all the gifts of the foregoing days of preparation.



The First Communicants compose original prayers and read them to their classmates. Personal sacrifices are marked on large cardboard hosts as a "gift to Jesus."

The Paralytic of Bethsaida

Understanding the Gospel story

By Sister M. Gabriel, C.D.P.

Our Lady of the Lake Convent, San Antonio 7, Tex.



Jesus cures the Paralytic.

Objective: To draw practical applications from a character study of our Lord as depicted in a particular gospel narrative.

1. Read these verses several times.

2. Historical and geographical data:

a) Bethsaida — Hebrew word for “Probatia” which is the name of a pond having five porches leading to it, and means “House of Mercy” and is near the Temple.

b) It is probable that this event took place in the early part of the Galilean ministry at the Feast of Purim or Easter feast; in September, to celebrate deliverance under Esther and Mardochoi. (The actual time and feast are disputed by Scriptural exegetes.)¹

c) It is in the northeast part of Jerusalem by the sheep gate which is behind the praetorium and the house of Pilate.

d) The pool consists of a large well cut into rock which can be reached by descending steps, something like a swimming pool.

e) Its importance at the time of the gospel scene: (1) It was outside the northern wall where people congregated to fetch water for themselves and their beasts. (2) The shaded porches served as places where the people met to talk of current events, where the most wretched cases of the city met in hope of being cured in the miraculous waters, and where they put forth a constant murmur for alms.

3. High points:

a) The man lay on a mat behind a pillar and was the most outcast of the sick. He had a fatalistic view of life after waiting 38 years.

b) He had bundled up his mat, something forbidden on the Sabbath as it was not used for clothing or attire.

c) After the cure, Christ had gone to the Temple alone.

d) The man went to the Temple, too; he told the Pharisees of his recent cure.

e) The Pharisees then waited for Jesus to come to the Temple again; their first, but not last, interview with Him.

4. Read the gospel story again and make mental notes of questions to ask the children.

5. The children may open their Bibles to the prescribed story while the teacher gives them a mental picture of the episode:

Visualize the Scene

Try to see a quarry or a similar hole in the earth with steps leading to the bottom. At the bottom, imagine a large swimming pool which extends partially under the rock sides to form a protective shady place; shade is also afforded in other places by tall trees. Try to picture all the sick you have ever seen — in pictures, on TV programs, or on news shorts at movies — in a group around this pool. Think of the crippled, the blind, the leprous, the paralyzed, people afflicted with every disease imaginable. Hear their pleas and murmurs arising in one crescendo for alms, the tip-tap of the canes of the blind, the tin cups

rattling and jingling for more coins; but above this the voices of the distressed, pitiful people. Smell the stench that arises from these people and also from the animals who come along with their owners to drink of this water. The more able people are gathered in groups discussing the happenings of the day. Now picture one person in particular — a paralytic on a dirty, bug-eaten mat who is propped against the dark side of the damp cement column. In his hand is a tin cup, a mute request for alms. However, one does not hear any sounds coming forth from his lips; rather, he is silent and a dejected and a sullen look can be seen upon his face; he seems to be completely removed from the crowd. The man does make an effort to lift his eyes to the Person before him whose shadow has fallen across his face. . . .

6. Let the students read the story silently before reading it aloud. For motivation before the silent reading, ask who they think this Person was, what was He going to say to the sick man, and what, in turn, would be his reaction. Let them read the story aloud to find out the answers.

7. Thought-provoking questions should be personalized to fit the individual pupils toward the end:

a) Why is it probable that there was a greater than usual number of people at the pool at the time of the Gospel incident? (It was a feast.)

b) Were the Apostles with Jesus? Why do you think He was alone? (He did not want to create a scene just yet.)

c) Can you tell me why the paralytic

¹Dom Bernard Orchard, O.S.B., general editor, *A Catholic Commentary on Holy Scripture*, New York, 1953, p. 989.

might have a sullen look on his face? (He had been waiting 38 years.)

d) Why wasn't he cured in the water before this? (He had no friends to place him there.)

e) Well now, why in the world would Jesus ask the man such a question as He did? (To arouse faith.)

f) Who can tell me why Jesus told the man to take up his pallet? (To show or prove to the Pharisees His divinity and power over the Sabbath.)

g) Why did not the man know who had cured him when asked by the Pharisees? (Jesus had gone away silently after curing him.)

h) Describe the meeting in the Temple of Jesus and the cured man. Do you think the man thanked Jesus then? How? (Maybe by a silent look which conveyed more than words could.)

i) Does this narrative give us any hint that the cure was not only physical but spiritual also? (The man went to the Temple immediately.)

j) What other reasons were there to prompt the man to go to the Temple? (He had not been there for a long time; it was dear to the hearts of the Jews; it was very close by; and it was a feast, etc.)

k) What was probably the motive of the man in returning to the Jews and telling who had cured him? (He thought the Pharisees would be led to believe.)

l) Did the Jews react the way the man thought and hoped they would? (No.) Why did they react the way they did? (To them, Christ had broken the Sabbath.)

m) Besides accusing Jesus of breaking the Sabbath, what other charge did they bring against Him? (Blasphemy.) Find the passage that is the cause of this second charge. (Verse 18.)

n) What passage gives us to understand that human suffering is not the worst that could befall us? (Verse 15.)

o) Why did Jesus go "quietly away" after curing the man? (His hour had not yet come; what do we mean by "His hour"?)

Apply Gospel to Our Lives

p) How does this story affect men in my life?

q) What lesson am I to learn from this incident?

r) Think about a similar cure that takes place within me every time I go to confession.

8. Lead the children in drawing practical applications from this gospel.

a) Silent thanksgiving betokens an interior feeling; something more essen-

tial and effective than mere exterior words.

b) The paralytic was probably the most pitiable and helpless person present; it gives us hope, no matter how low we might sink.

c) The man waited thirty-eight years for a cure; we must be patient with our sufferings and difficulties.

d) The man was perfectly obedient to Christ; he can be an example for us in obeying our parents and teachers.

e) The man told the Jews of Jesus; he thought he was doing something praiseworthy; no matter what may be the effect of our actions—as long as we make the effort and do it for Christ—they are pleasing to Him.

f) The man was helpless; we are in the same state without Christ's help.

g) Christ performed the cure even though He knew He would be persecuted for it by the Jews; this gives us strength and courage to do our duty.

h) Christ showed that an act of charity did not break the Sabbath; this may

be applied to the case of missing Mass in order to care for the ill.

9. Follow-up work:

a) Have research done on the various feasts of the Jews.

b) Have someone look up and relate the story of Esther.

c) Dramatize or illustrate the scene.

d) Write an imaginative composition of the life of the cured man from that day forward.

e) Assign a research project on the various observances of the Sabbath as promulgated by the Jews.

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HOW BOSTON CATHOLIC SCHOOLS USE CLASSROOM TELEVISION

The Department of Education of the Archdiocese of Boston has been co-operating with public schools in a local project known as the "21" Classroom in broadcasting educational television programs to elementary and high school classrooms. Rt. Rev. Timothy F. O'Leary, superintendent of schools, in June, 1960, issued an "Educational Television Bulletin" listing in detail the many programs which were offered in 1959-60, some of which the teachers of his own schools have helped to compile and organize.

There was a series of 15 general-science programs for grade 6 which were viewed by 7850 children in the schools of the archdiocese.

A series of weekly programs entitled "Lines and Shapes," for grades 3 to 5 was borrowed from KETC, an educational television station in St. Louis, Mo. It was viewed by 60 classrooms.

The Boston Public Library co-op-

erated in telecasting a weekly literary program for grades 3 and 4.

There were educational programs in music, nature study, supplementary activities, and teaching the French language.

For grades 7, 8, and 9, there were eight half-hour programs entitled "Accent on Music." This program, viewed by 7895 students in 191 classrooms, covered such features as symphony, jazz, ancient instruments, the changing voice, and the concert band. This particular program was rebroadcast in the evenings for the benefit of the students' families.

There was a special series on drama for grade 11, seen and heard by 5000 students. This set of films on "The Humanities" is available from Encyclopaedia Britannica Films, Inc.

For grade 11 and 12 there was a series called "Focus: United States Foreign Policy."



After studying the topography of the United States on political-physical maps in their textbooks, the students made a large papier-mache map. They brought records and sheet music of folk songs; wrote letters, and searched the library for material on U. S. resources.

Resources of the U.S.A. related to Topography

By Sister Maureen, O.S.B.

St. Pius School, Troy, Ind.

■ Because natural features are related to cultural features, we began our study of the United States with a resource unit on topography. Through this unit the children acquired a clearer idea of land forms, climate, rocks and minerals, soil, water, native plant and animal life. This knowledge provided rich background for more detailed study of the cultural features which include all the signs of man's use of the land. Many skills were developed as the pupils learned to locate chief surface features, rivers, lakes, and seas. They became skillful in reading maps and in relating map symbols to the real thing they represent. They also achieved an ability to read with understanding, to express their ideas, and to co-operate with others.

Initiating the Unit

Are there not many among us who travel to far places to see wonders and yet miss the beauty around our own front door? For this reason we began our study of the United States' topography by studying the terrain of our own community. Armed with geographies, paper and pencil, we hiked to James's Hill about one fourth mile beyond our school. Here the children viewed the countryside with its hills, valleys, beautiful Ohio River, and the lowlands across the river in Kentucky. Then each child made a pencil sketch of the terrain.

This excursion led to the study of the political-physical maps as given in our textbook. When the children were able to interpret the map, we decided to make an enlarged dimensional papier-mâché map of United States' topography. Since there were ten pupils in the class, it was decided that they work in pairs, each pair taking one of the five natural regions. Limiting concentration to one region gave each child an opportunity to learn more about his section. Afterward the children could

share their knowledge with each other as each pupil was required to give a report describing the most interesting features of his section.

Materials used in the construction of the map were heavy cardboard, 30 by 40 in., newspaper, $\frac{1}{2}$ -in. mesh screening, paste, and paint. We drew a large outline map of the United States on the cardboard. Next we fastened pieces of screen in the mountainous regions to serve as a skeletal framework for the mountains. The newspaper was torn into small pieces and boiled for ninety minutes. After draining, the paper was mixed with a good supply of home-made paste. To make the paste, put two tablespoons of powdered alum into two quarts of water and bring to a boil. After mixing one pint of flour with a little water to make a paste, add the alum solution, stirring constantly. Cook this for 20 minutes. Then add 40 drops of oil of cloves and a small amount of liquid glue. It took three days for the map to dry. The children then painted the map using the same color scheme as the textbook map. When the map was completed and mounted, each child explained the main features of his region. This explanation was followed by discussion periods which involved related subjects of science, history, and human interest.

Features in U. S. Topography

Our textbook has described the topography of the United States in terms of fine natural regions. Some of the children's reports were on the terrain while others were on the water systems of the corresponding region.

In the Northeast and Great Lakes region, attention was drawn to the irregular Atlantic coastal line along Maine. The Appalachian Mountains with their various ranges were discussed. In studying the Green Mountains note was taken of the valuable building stone found there. An inter-

esting feature of the White Mountains was Profile Mountain with its "Old Man of the Mountain." Notice was taken of the Mohawk Valley as the natural break between the Appalachian system and the dividing line for the Adirondack and Catskill Mountains. The Keeweenaw Peninsula in Lake Superior was pointed out for its famous copper mines.

The Great Lakes, their glacial origin, the St. Mary's, St. Clair, and the St. Lawrence Rivers, as well as Niagara Falls, were considered at great length. The study of the Hudson, Mohawk, and Potomac Rivers offered geological and historical interests.

It was discovered that the Central Farming Region owed much of its physical features to the Glacial Epoch. The rolling plains as well as the Bad Lands received notice. Lignite and petrified forests came into view here.

Rivers which were especially mentioned in this region included the Minnesota; the Missouri, which is formed by the joining of the Jefferson, Gallatin, and the Madison; the Ohio, which is formed by the joining of the Allegheny and the Monongahela; the Wabash; the Big Sandy; the Tennessee; the Green River; and the Cumberland River.

The terrain of the South included such topics as the Piedmont Plateau, Atlantic Coastal Plain, Gulf Coastal Plain, and the Mississippi Delta region. Mountains discussed were the Blue Ridge Mountains; the Great Smoky Mountains, with Mount Mitchell, the highest summit east of the Mississippi River; Cumberland Mountains, with the Cumberland Gap; the Ouachita; and the Boston Mountains. Texas was observed to be the meeting place of four great natural regions: the Coastal

Plains, the North Central Plains, the Great Plains, and the Trans-Pecos. The Black Belt of Alabama was also interesting to the children.

The Mississippi River, with its 250 tributaries was found worthy of its name "Father of the Waters." The Everglades of Florida brought up the topic of "cypress knees." The James River, formed by the Jackson and Cowpasture Rivers, brought to mind Jamestown, the first English settlement. Of course, the Rio Grande could not be overlooked.

Many "ups and downs" were experienced as we traveled across the Western Interior with its great mountains and Great Basin. The Great Basin was found to be unproductive but rich in minerals. The Rocky Mountains were calculated to have 51 peaks more than 14,000 feet high. The Big Horn Mountains brought up the incident between General Custer and Chief Sitting Bull. Pikes Peak recalled Zebulon Pike. The Bitterroot Range reminded us of Lewis and Clark. Mt. Rushmore Memorial in the Black Hills was fascinating. Extremely interesting to the children was Carlsbad Caverns.

We felt as if we were getting into "hot water" as we entered Yellowstone Park and counted its hot springs, geysers, lakes, and rivers. The Grand Canyon, cut by the Colorado River, was a magnificent sight. Great Salt Lake was found to have an interesting origin. The children noticed that the need for irrigation caused many dams to be built in this area.

Along the Pacific coastal Line we found two great mountain ranges, the Cascades and the Sierra Nevadas. "High points" of the ranges were Mt. Rainier,

Mt. Shasta, and Mt. Whitney, the highest peak in the United States. It was interesting to learn that many mountains in these ranges were extinct volcanoes. Our exploring urge was stimulated by the Olympic Mountains, the wildest in the United States. We found these ranges to be the home of the Douglas fir trees and the Sequoia trees. We were glad to reach the Imperial Valley after traveling through the Mohave Desert and Death Valley.

Chief water system of this area included the Sacramento River, the San Joaquin River, and the Columbia River with its chief tributaries the Spokane and Snake Rivers. Salton Sea and San Francisco Bay received special attention.

Correlated Subjects

A resource unit is somewhat like a "chain reaction" in which the children's discoveries and curiosities combine to lead them from one finding to another. Perhaps the greatest result of this unit was a deepened appreciation of our Creator. As we look upward to the heights of the mountain peaks, or downward into the depths of the earth's treasures; as we observe the power of our water systems, or the potentiality of our country's soil; must we not exclaim with Ananias, Azarias, and Misael, "All ye works of the Lord, bless the Lord" (Dan. 3:57).

The children turned to science for an explanation of many geological observations. From science they learned about the formation of rocks, mountains, and caves. Other topics of discussion were: earthquakes and their causes, glaciers and their effects, the formation of coal, Sequoia trees, cypress knees, coral, and

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3. Sheet Music

- Dresser, Paul, Arr. by John W. Schaum, "On the Banks of the Wabash," *The Folk Song Book*, Belwin, Inc., Rockville Centre, L. I., 1955, 8 pp.

Ward, Samuel A., Arr. by Chester Wallis, "America, the Beautiful," *Music the Whole World Loves*, Willis Music Co., Cincinnati, Ohio, 1936, 2 pp.

D. Guest Speakers

Sister M. Evangela, O.S.B., former teacher at St. Ann's Indian Mission, "Land and People of Turtle Mountain Indian Reservation: The Peace Gardens." Mrs. Maxine Snyder, parent of student. "Personal Experiences in Carlsbad Caverns: The Black Hills."

E. Science

Rock collection, coral, cypress knee.

F. Literature

Post-card collection; Greyhound travel folders: "To and Through the Colonial South," "To and Through the Western National Parks"; word-definition cards.

reasons for the forest's being on the western side of the mountains on the Pacific coastal section. They compared geysers and hot springs.

One cannot cross our country without seeing the footprints of others who have traveled before us. Some of the great historical personages whom we met were George Washington, Abraham Lincoln, Thomas Jefferson, Theodore Roosevelt, George Rogers Clark, Lewis and Clark, Henry Hudson, Captain John Smith, and General Custer.

Much of our educational energy is spent in inculcating the language arts. Reading was widely utilized and strengthened as each child did research work on his assigned region. Research materials included encyclopedias, magazines, library books, and even travel folders. Glossaries and dictionaries became more familiar as the children made word-definition cards for the new words encountered. Oral expression was improved as the children learned to relate their findings before the group. The collegiate personnel remarked on the poise and confidence of the children as they gave their résumé of the topography unit before the college student body. Written expression included such phases as: business letters, written to

obtain literature from business firms; friendly letters, written to obtain objects, such as coral and cypress knees, from friends; grammatical principles, such as the use of capital letters, punctuation marks, sentence structure, the correct use of verbs, spelling, and phonetics. The children enjoyed literature's contribution of the "Great Stone Face."

The fine arts came into use as the children drew, constructed, and painted their map. Music appreciation was gained as they flowed along with the melodies of many river songs, such as "Beautiful Ohio," "Moonlight on the Colorado," "Old Man River," and many others. The musical abilities of the class were displayed as they played and sang "On the Banks of the Wabash" and "America the Beautiful."

The children gained a new respect for the adults of the community who accepted our invitations to be guest speakers in our classroom. Perhaps we can best conclude this summary by saying that this resource unit not only enabled the children to discover the topography and resources of our "America the Beautiful" but that it also led them to discover the wonderful inherent potentialities within themselves and their classmates.

His contacts with youth through speaking engagements, literature, letters, and, most important of all, personal meetings, are all the means whereby he hopes to achieve the given end of his dedicated apostolate, that is to awaken in the heart and mind of this youth the Knowledge and Love of God and the necessity of carrying out His will.

It is worth noting here that vocation directors do not try to give vocations, they are mere instruments in the hands of God, they only assist in the encouragement and development of the divinely given vocations. Naturally, since we have no way of knowing to which of our students God has given a vocation, we must teach all of our students the meaning of a vocation, as well as the need for developing an awareness and an appreciation of this great gift of God.

Since we put so much into Vocation Month in our efforts to teach our students something about the priesthood and religious life, might it not be wise, before they leave us, to face the test of summer vacation to see a little *Review* on the meaning of a vocation. Using perhaps a folder received from one of the religious communities during Vocation Month, we would have an ideal teaching aid for such a *Review*. For example, under the heading of vocabulary, we would discover how many know the meaning of such words as juniorate, postulant, novice, novitiate, profession, words for which no religious needs a teaching aid. We could ask them if they know the meanings of the vows. They are not novices yet, but was not Christ the ideal in all of these things and are they not supposed to learn of Him?

What of the lives of the saints? The founders of many communities as well as the legion of religious canonized by the Church would add a wonderful bibliography to our students' reading list. Not to mention the interesting book reports that could result — or a recommended reading list for summer months.

In geography, a popular game is called "Follow the Leader." Using a map and following a missionary, youngsters can learn something of the world in which we live. Keep in mind that all of our students will some day be the support of our own missions, perhaps of you or me. Another interesting point in a geography lesson is where our missionaries *are not* and why? More vocations and more money would help to send missionaries everywhere.

Review Vocation Month

By Brother Berthwald McElaney, F.C.

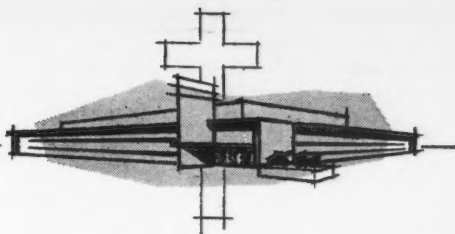
Our Lady of Charity Novitiate, Philadelphia 18, Pa.

■ Only a few short weeks ago our Catholic schools were a veritable beehive of activity with all of our students participating in the vocation projects of their respective schools. Typewriters clicked, duplicating machines rolled, and small hands carefully guided by Sisters added their request to hundreds that would pour into the offices of the directors of vocations throughout the country.

Blithely announcing that their school was "celebrating" Vocation Month, these requests range from the free literature to the sample of one's religious habit. As to the quantity needed, anything from a small truck load to a freight car load will usually suffice. The dedicated vocation director, in spite of the fact that he "celebrates" Vocation Month twelve times a year, scurries around gathering up all this free literature, wraps it, crates it, and arrives

at the post office where he may well be greeted with the look usually reserved for individuals who mail overseas Christmas packages on December 24 at 11:30 p.m. Another resemblance to the Christmas season is found in the inevitable calamity that no matter how much he planned to spend for his mailing, he always spends more.

Then the vocation director returns to the routine that is the basis of his work. The job of getting youngsters not only to know something about his religious community, but far more difficult and yet more important, urging those to whom God has given a vocation, to yield to the pressure of His Divine Love. The director of vocations is not only a publicity man, though this is of necessity a part of his work; rather he is chiefly concerned with assisting in the development of the vocation given to those with whom he comes in contact.



Teaching Christian Family Living

By Sister St. Veronica of the Passion, C.N.D.

Notre Dame Convent, Kingston, Ontario

■ One of the tasks of the teacher of home economics is to help the teenagers to face the future with a sense of security. Education in family values requires that the mind of each student become gradually more and more conformed to the mind of Christ, her will to the will of Christ. This is possible because the capacity of the child is great. Baptism has made her a child of God. The dignity of a baptized soul cannot be overemphasized. This temple of the Holy Ghost, where the Blessed Trinity dwells by faith, hope, and charity, is a member of the Mystical Body of Christ and an heiress to the Kingdom of Heaven.

A human being is not a mere animal nor is he a pure spirit, but a unity of body and soul, standing as a bridge between two real worlds—the world of spirit and the world of sense. Both are good because God created both. Many modern scientists have it that the human person is nothing more than a complex combination of basic urges, conditioned reflexes, and acquired habits. The ability to grow up in Christ is completely ignored. Our civilization puts little value on growing in wisdom and grace; so, depending on the ideals he has been given and the values adopted by his friends, the high school student seeks recognition in sports, music, wild driving, fads in clothes and haircuts, slang, drink, vandalism, hit-tunes, and going steady.¹ Growth in

Christ takes place in a truly Christian home and is primarily the responsibility of the Catholic father and the Catholic mother.

Teach Love of God and Neighbor

What is the true image of a Catholic? Christ has said explicitly that the distinguishing mark of the true Christian is love—love of God, because of His own goodness to us, and love of our neighbor because we see in him the likeness of God. This neighbor, loved by God, is called to be a temple of the Holy Spirit, a member of Christ's Mystical Body. Even though he has failings and faults, there is a sacredness about his person—about every human being.

Love of our neighbor is strengthened by the manly virtue of humility which leads to selflessness and a consciousness of our dependence upon God. An even harder goal to achieve is tolerance and forgiveness, taught us by Christ Himself. He gave us the example. He forgave those who crucified Him. It takes the delicacy of Christian love and humility to adopt Christ's attitude toward those whose actions are sinful. While we condemn sin, yet we must love the sinner.

The physical evils—pain, sorrow, suffering, and death—to which our fallen nature is heir, together with the sufferings caused by the malice, thoughtlessness, or inadequacies of our fellow man, constitute the cross which Christ asked us to bear. Every Christian is "crucified with Christ." Suffering is a

touchstone that profoundly influences human character. It can make us bitter and self-centered; but it can empty us of self and teach us mercy and intensify love. These values are being forgotten in the modern pattern for family living.

Values come from valuing and from reflection. They grow through prizing, cherishing, holding dear—and no one can do this for us. Values come through discrimination in the face of choices. Children learn to discriminate if they are taught to weigh, to size up, and to judge in a Christlike manner, and thus they build self, a difficult task. Many children are not taught values in the home because the family is engrossed in material things and meaningless activities. Belief in the worth of the individual personality and in human dignity are not entirely lost but they need to be restated in ways that apply to our lives today. This is the unique function of the family.

Teach Supernatural Living

The family is the social unit and the basis of civil society. Eugene S. Geissler says that a family should be "a community, as it were, a little world, a fruitful cell of society, indeed a little church, a house of love, a school of virtue, a step forward in moral, social, and spiritual progress."²

When Christ raised the contract of marriage to the dignity of a sacrament, He placed the Christian family itself

¹ N. G. Werling, "Accept No Substitutes," *Today*, XIV, November, 1958, 13-16.

² Eugene S. Geissler, "What Is a Family?" *Our Sunday Visitor*, XLVIII, June 28, 1959, 9.

upon the plane of the supernatural. The family is holy inasmuch as it is to cooperate with God by procreating children who are destined to be the adopted children of God, and by instructing them for His Kingdom.

The Catholic family mirrors the life of the Blessed Trinity. The father is the head of the home as Christ is head of Church. The mother is the heart of the home as the Church is the spouse of Christ. Parents who make our Blessed Mother Mary queen of their home are hastening the day of world peace. Children and young people owe their parents filial love, reverence, and obedience just as the Child Jesus loved, revered, and obeyed Mary and Joseph in the holy house of Nazareth. Full authority in the home rests in the parents. They are responsible for the formation of the character of their children to such strength that they may be able to face alone, before they reach maturity, all the storms of temptation and passion.

The Mother in the Home

The home of the Space Age is quite different from that of the industrial home of a few years ago. The burden of homemaking and home development has been placed upon the mother. It is her responsibility to preserve the sacred fires of religion and culture. Of what value material achievements if we are left without homes in which children may grow in strength and beauty.

The home is not just four walls and

a roof under which people eat and sleep. It is a bond of mind and heart, of love, of mutual reliance and helpfulness. "Home is the laugh of the baby, the song of a mother, the strength of a father, warmth of loving hearts, light from happy eyes, kindness, loyalty, comradeship. Home is the first school and the first church for the young. Here they learn what is right, what is good, and what is kind. Home is where they go for comfort when they are hurt or sick, where joy is shared and sorrow eased, where fathers and mothers are respected and loved and where children are wanted. Where money is not as important as loving kindness. Where even the teakettle sings from happiness. That is home. God bless it."³

Many things contribute to make home life agreeable, but the least important factor is material comfort. People may not have three cars, a TV set in each room, and all the push-button devices on the market, yet lead an exalted home life. Without an inner bond of the soul uniting the father and mother and children real home life is impossible. This bond of love rests upon intellect and will purified by grace. "Christian love brings a sense of warmth not in the body but in the soul. Love is sacrifice; it is giving and not taking. Love is a mutual respect of two people for each other. Love is kindness, consideration, generosity, purity, prudence, thoughtfulness, understanding, patience, charity, trust, and even humility. Love is an

³ *Family Digest*, January, 1959, 21.

invisible bond holding two people together. Love is a sharing of thoughts, beliefs, ideals, and goals.

Teach Responsibility

"It is a mutual participation in the disappointments as well as the joys. Love can be real only if it can withstand the problems and difficulties of life. Love is the longing of two people to find God together, to share their love with Him, and to ask His blessing on them. Love must be stronger than the world, the flesh, and the devil."⁴

Let us make love visible in our home economics classes. What a tremendous opportunity and responsibility we home economics teachers have to gain all the help and experience possible to develop our understanding of human behavior, so that we can help adolescents to develop their response to reality, and to make decisions regarding the wise use of spiritual, human, and material resources in our changing culture. Thus we assist students to see all things in relation to God and to each other. When a teacher attains this competency, she can feel secure and in a position to try to help teen-agers to be understanding and effective family members now, successful homemakers in the future, and citizens of heaven for all eternity.

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⁴ *Family Digest*, March, 1959, 16.



Fitting God into the picture.

SUBSCRIPTIONS TO "CATHOLIC SCHOOL JOURNAL"

The CATHOLIC SCHOOL JOURNAL does not employ traveling subscription agents. From time to time we receive reports that a school has paid a subscription to a fraudulent agent. Be on your guard.

We made our own Spanish books

By Rev. Robert R. DeRouen, S.J.

Kapaun Memorial High School, Wichita, Kans.



A current events notebook of articles clipped from foreign newspapers.

■ Do you want to brighten and enliven your Spanish class? I present this project as one that will make your class sit up and take interest in learning a foreign language. And it has the advantage of being simple and inexpensive. What is the project? Make your own picture reader. And do this as early as the third or fourth month of first-year Spanish.

What Do You Need?

Simply order enough copies of, let us say, *El Universal*, the Mexico City daily newspaper, for your classes. This serves as the important groundwork for your picture reader. Try to order an interesting issue, as my class did recently: that of November 19, 1960, which carried excellent picture articles about the independence of Mexico fifty years ago. The other item you'll need: a spiral notebook or a folder for the articles.

The Method

My own has been to explain to the class what we are going to do before I pass out the newspaper. I point out the interesting sections we are going to use and have them number these sections on an assignment sheet. Each numbered section will be put into the spiral notebook, the one number comprising an article, picture, and section for notes. Number 1, for example, consists of a page or two featuring the name of the picture reader—*El Universal*—and other immediately related material which students cut from the newspaper. Number 2, "The Independence of Mexico," consists of several pages of pictures and story of Mexico's evolution into a self-governing nation. Number 3 carries the newspaper editorial about President John Kennedy, with pictures of him and of the new

Vice-President. I select the articles for the beginning numbers and then let the class vote on which articles they want for the remaining numbers in the notebook.

The Advantages?

The class sees the language as a vital instrument for conveying today's ideas. Words already learned in the textbook are seen in a different context; new vocabulary is easily learned in an up-to-the-minute setting (and we teachers know the students' need of acquiring many new words as a means of gaining confidence in any new language). I should like to add here that teachers, so often seeing books which stick to a list of, say, 750 important words, are well aware all the time of the fact that so many more words need to be learned for adequate knowledge of a language. One good way to get better mastery of words, it seems to me, is to throw hundreds of significant, often-used words at the class. Many of the words will stick; and seeing a picture or two along with the words will help the students retain them. A newspaper repeats important words often. And, if a word or two are missed the first time, they will recur soon.

More Advantages

Along with the regular text, you can take this supplementary material once or twice a week, as the class will have the workbook with them at all times. Several students can be given the job of preparing more difficult articles for the class. These they can present on given days. In the Sunday *El Universal*, excellent short stories, poems, and other such materials appear, making suitable reading for more advanced students. Thus you can solve the problem of what to do with those in class who are

ahead of the others in the textbook. One of these short stories—by fine writers, too—will keep them occupied while you forge through more basic matter with the average students.

Very important are the pictures that go with a story. They enable the student to tie up words and ideas with a picture instead of with an English translation. I like to have a class open their books and tell me, for example, where is the *bombero* (fireman) in the photograph of a big fire in Mexico City. Then they learn simultaneously that the *bomba* is the pump that gets water to the fire. Words tied to pictures remain in a student's mind.

There is a further advantage, a most important one, in this assignment: the class comes to see something of the impression we Americans make on foreigners by reading their own articles about us in their own language.

I allow the class, while constructing the picture reader, to keep a separate notebook of additional articles and pictures from Spanish newspapers in still other cities and countries. In this way, I learn what the students like personally; and I feel that they learn a tremendous number of words simply by choosing fields of their own interest. Almost any newspaper, in its wide coverage, has at least a few sections that will appeal to any student—the sports page, if nothing else. Brighter students, most of all, seem to find a genuine challenge in this means of perusing items of personal interest.

Use Language Laboratory

But what about such modern methods as the language laboratory? Some of the items in the newspaper can be put on tape by the teacher or by some Spanish-speaking person. Such recordings can be

(Concluded on page 52)

Driver Training in the Heart of Manhattan

■ The car screeched to a halt—but it was too late. Just a few feet from the front wheels lay the lifeless body of a middle-aged man. Later the same day, at the local police precinct, the occurrence was being discussed. One of the police officers claimed it was an

accident that could not have been avoided. Another said that this accident was bound to happen. One traffic officer placed stress on the fact that the driver of the vehicle was a youngster in his teens.

At Xavier High School the purpose in offering the course in Driver and Safety Education is to do everything possible to see that teen-agers who desire to drive, learn to do so properly and safely, and to be certain that the students are inculcated with proper attitudes commensurate with road courtesy and safety.

Much can be said for both sides concerning the question of whether or not teen-agers should be permitted to drive. The purpose of driver education is not to settle that argument, but to begin with the basic assumption that, if our youngsters are to drive, it is our responsibility to see to it that our students become competent and safe drivers.

Xavier High School is a military school, located in the heart of New York City. It is conducted by members of the New York Province of the Society of Jesus. The students' academic schedule is rigorous; consequently, it would be impossible to conduct the Driver and Safety Education course during the usual school day.

Preparing a Teacher

How could this dilemma be solved? Representatives of the American Automobile Association contacted Rev. Vincent J. McGrail, S.J., headmaster at Xavier and discussed the feasibility of a high school driver-education course. There were obstacles to be surmounted. A survey was made and student interest was found to be great, so great, in fact, that the boys were willing to come before their first morning class at school and also after their last class of the day if only they could be taught the proper procedures of safe driving. Still another problem had to be solved.

Xavier High School had no driving instructor. The Automobile Club of New York (A.A.A.) in co-operation with Columbia University offered a scholarship so that one of the faculty members might master the techniques of teaching high school driver and safety training. James E. Donlan, an experienced lay instructor in the social studies department and former basketball coach, expressed a deep interest in the preparation course and was granted the scholarship. During the summer of 1959, he attended Columbia University and was trained by Harold O. Carlton, a specialist in the field of driver and safety education. Mr. Donlan has praised the course because by learning how to teach others, he himself has become a more proficient driver.

Grounds for Discouragement

There were yet other problems. How was the course to be scheduled? Where would the actual in-car training take place? This latter item presented quite a problem because Xavier High School is located in Manhattan's "garment center" in the middle of metropolitan New York, an area noted for its congestion of trucks, taxicabs, and buses. Xavier does not have a campus (nor even a parking lot); hence the situation appeared hopeless. Were the students to step into an automobile (most of them for the first time) and begin to drive in city traffic? Strange as it may sound, that is exactly what was done. Is it dangerous? Not really, Mr. Donlan is proud of the fact that, within the past two years, the students have proved that they have the ability to make the best of a rather difficult situation.

A Car Is Available

The students are charged a nominal fee to defray the expenses of upkeep, garage, and insurance for the instruction car. This year the students are using a 1961 Ford Fairlane "500" which was generously provided by Lynn Wertz, president of Sutton Ford in Manhattan. The vehicle is equipped with a dual-control brake.

The course, approved by both the New York State Department of Motor Vehicles and the State Education Department, consists of two parts. The entire group meets for classroom sessions which are held twice weekly after school. At that time, lectures are given, textual matter is studied and discussed, and explanatory movies and film strips are shown. In this way the students are made aware of the problems they must



Rev. Vincent J. McGrail, S.J., headmaster of Xavier high school, in mid-Manhattan, accepts the keys to a new dual-controlled car from Dealer Lynn Wertz. Later he blesses the car while Instructor James E. Donlan looks on. Each semester about 40 boys receive driver education.

face. Particular emphasis is placed on the necessity for proper driving attitudes and the formation of correct and safe driving habits. The moral responsibility of the driver is discussed. Elementary automobile mechanics are taken up. The rules of the road must be mastered. The need of respect for and courtesy toward other drivers is demonstrated. And finally, the students are frequently tested in all phases of the classroom work.

Doing and Observing

The other part of the course consists of in-car activity. The auxiliary brake under the control of the instructor is of great importance, yet the mutual bond of confidence which exists between the instructor and student driver surpasses even this. The student must put

into practice what was learned in class. Four students and the instructor are in the car for each road lesson. When a student is not actually behind the wheel, he sits in the rear and observes (for we learn not only by doing, but also by seeing what should and must be done). The driver trainees become familiar with the safety and control devices. They learn how to start the car, the use of hand and directional signals, how to pull out from the curb safely, how to steer, how to move the car forward and backward. Then come the more advanced lessons—left, right, and U turns; parkway and expressway driving; city driving; handling the vehicle under adverse conditions such as snow, rain, and ice; and the proper method of parallel parking. The students are also put through road and skill tests.

Great Success

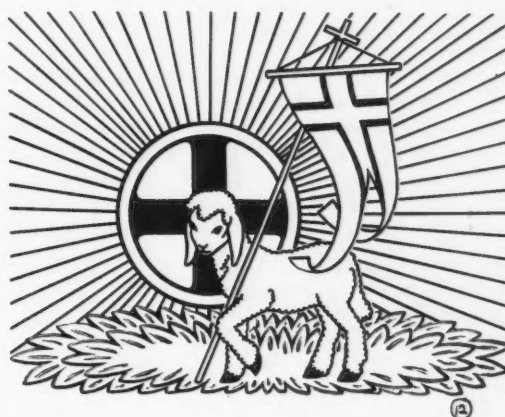
Interest on the part of the students is tremendous. They must be commended for their enthusiasm and earnest desire to learn how to drive safely and courteously. Advantages accrue to the student by way of a senior operator's license which is issued to any student who successfully completes the course and passes the road test as required by the Department of Motor Vehicles. Most large automobile insurance companies grant a premium reduction to youngsters who have completed an approved high school driver and safety education course.

A special prayer of thanks is due to St. Christopher who has done a remarkable job protecting the Xavier High School Driver Education students.

Teaching Symbolism in high school

By Sister M. Peter, S.S.N.D.

St. Michael High School, St. Michael, Minn.



■ A bright eleventh grader was reveling in Sandburg's life of Lincoln, but he was puzzled.

"What does it mean when Sandburg says, 'It was sunset and dawn; noonrise and noon; dying time and birthing time; dry leaves of the last autumn and springtime blossom roots'?" He was asking for an explanation of symbolism. As is often the case when perhaps neither pupil nor teacher realizes it, an understanding of symbolism can bring both Lincoln and Sandburg to life.

A call to teach symbolism on the high school level was given at the Denver meeting of the National Council of Teachers of English. Strange as it seems, one of the reasons for high school neglect of symbolism has been its overemphasis in the college and

beyond. Professional writers and educators complain about distortion of writers' messages. They feel that Ahab should be seen simply as a bloody blackguard who is stinging mad at a crusty white whale. "Why not be satisfied with *Moby Dick* as a moving tale, well told," they object, "and forget about the metaphysical meanings hidden beneath it?"

Often these protestations are well founded; but it also seems obvious to many English instructors that some interpretation through symbol in high school is valid. Do students generally know how to define symbolism, much less interpret a literary artifact symbolically? There is a sense of beauty and mystery in symbol. Through it, the writer conveys an unspoken and imaginative message that may go far be-

yond his words. Symbolism presents truths for which many words would be required. It expresses the invisible and the unstated through what is visible and stated. St. Paul, speaking about the mysteries of the Old Testament, told the Corinthians (1 Cor. 10:11) "when all this happened to them, it was symbol."

Truly, the Old Testament bore its symbols—the strangely wrought numbers seven and forty, the Ark of the Flood and the Arc of the Covenant, the mountains of Horeb and Sinai, the Desert of Engaddi and the Rose of Sharon. Our Savior, too, employed symbol in His teaching. The Good Samaritan was not meant merely to entertain. Here was a man with two faces—one apparent, the other with a meaning too

deep for anything other than symbol. A wealth of symbolism occurs in the Gospels: a field ripe for harvest, a net of fish, the grain of wheat dying, seeds falling upon good ground, the treasure hidden in a field, wedding feasts requiring the festive garment, oil of the virgins' lamps—all speak in symbols on multiple levels. Even the sacramental system uses natural signs indicative of inward actions.

What Is Symbolism?

What is meant by symbolism and what are its divisions? To avoid the pitfall met by one writer who tried to define fifteen kinds of ambiguity only to find himself the creator of many more kinds, I shall confine this discussion to three types: poetic figure, extended metaphor (fable and parable), and metaphysical symbol.

Poetic Figures

Young people who shy away from poetry often do so because they do not understand poetic figure. "Only lovers wear sunlight" seems ridiculous to a youngster who has been trained to think only rationally. One of the richest streams of light and wisdom will never be opened to the mind, if training in poetic figure is neglected. Poetry is native to the very young—they love to memorize and recite it. In junior high school interest in poetry begins to level off and occasionally to disappear altogether. Here pupils could be introduced to figures of speech, especially metaphor and simile. Exercises in which these symbols are found within the language arts or in which lists of figures are composed are stimulating practices.

Ordinarily the figures of speech are formally taught in the eleventh grade, but this seems late. The student has been introduced to types of literature in the freshman and sophomore years and has come to think of types apart from the terminology of figurative speech. Types of literature and figures of speech go together, one enhancing and enriching the other. If we wait until the eleventh grade to talk about figures of speech, will they seem merely an adjunct rather than an integral part of language? For multidimensional understanding of literature, then, it seems necessary to have a simultaneous growth in figures of speech and literary types.

Fable and Parable

The second kind of symbolism consists of parables, allegories, and fables, all of which are forms of extended

metaphor. This type seems the clearest and perhaps the best understood. Children do not have to be taught fable, as even blind Aesop knew "long ago on the Aegean."

The Apostles were asking for instruction in symbol when they said, "Explain to us this parable." The Master clarified His symbolic language simply: the lost sheep in the desert and the drachma found by the housewife meant that "even so, there will be joy among the angels of God over one sinner who repents."

Teachers who think that Gospel parables are clear to students need only ask for an explanation of the man who built the tower without reckoning the cost, the shrewd steward who gave rebates on oil, or the rich fool who laid up treasure for himself. These parables seem quite clear, as they really are—but not always to young minds unaccustomed to thinking in multiple meanings.

Metaphysical Symbolism

It is metaphysical symbolism which seems to be the stumbling block, either because it is overstressed in some instances or not clearly understood in others and therefore avoided altogether. This type offers a second meaning superimposed upon a first in a piece of writing, unstated yet obviously intended by the author through conscious signs, allusions, or understatements in his writing. This definition emphasizes that metaphysical symbolism is intended by the author, thus preventing the objection of novelist Richard Sullivan—a search for "deep hidden meanings" that were never planned by the author who wants to tell a good story.

On this plane of metaphysical symbol, Ahab becomes Everyman in pursuit of his dream. If he has yearned for Mammon, he plunges with Moby into the "caverns down under the sea"; if he has striven with integrity like Ishmael, a wanderer upon the seven seas of life, there is salvation cast to the drowning soul through the paradox of a coffin designed for death. This kind of interpretation would seem to be the result of study and thought about the first two levels: poetic figure and extended metaphor. If Melville did not intend that *Moby Dick* offer a further symbolic meaning, he certainly left himself wide open for such an interpretation. And because this story has symbol, it is the better novel. Naturally a maturity and experience in thought are necessary to understand a novel like

Moby Dick, but in order to "arrive" (if any but the saints and philosophers ever do "arrive") it is important for the teacher to set young Odysseus upon the journey.

What will be the result of thinking upon symbol? Experience in thought. George, in *Raisin in the Sun*, says of school, "It's simple, you read books to learn facts, to get grades, to pass the course, to get a diploma. That's all, it has nothing to do with thoughts or thinking." Our Georges who read for facts must not stop there. Formal meaning is the "thing-ness," but in the "thing-ness" there are "murmurs of deep rivers and caverns of dark stars" which could help George to an understanding far beyond the world of the knowable into galaxies where Impirenes of light will rest upon him like a helmet of salvation. It is even possible that symbol will one day help George understand the heart of the poet who prayed that through poetry "he might one day touch his son with gentleness."

Symbol may bring George expression to his grief, his joy, his hope, or his love in deeper communication with God. And then upon some distant shore, George will open a Book of Seven Seals and see beyond all obscurity and hiddenness the God Who is.

Spanish Notebook

(Concluded from page 49)

played to the students, with the teacher interspersing questions in Spanish.

This personal language book can, of course, be made for other languages, such as French, German, Russian, since foreign newspapers are obtainable in the United States at very reasonable rates. *El Universal*, for instance, comes to each student for only ten cents a copy; and it comes a day or two after publication. The November 19 issue was distributed in my classroom on November 22.

In summary, then, the over-all advantage of this project is to build vocabulary by the interest method. One actually cannot repeat enough the importance of learning thousands of words as soon as possible in a foreign language. A weight of discouragement falls to the student who, in second-year Spanish, picks up the textbook and cannot make head or tail of the readings because he has been limited to the common vocabulary list for the first-year course. Such a course has not faced the reality of a living language.

Latin is no "dead" language in this class!

Latine Vivat!

By Sister M. Venantia, C.P.P.S.

St. Elizabeth Academy, St. Louis 18, Mo.

"Salve, Soror!"

"Salvete, puellae!"

Then a *Pater, Ave, Regina Coeli* or *Angelus Domini*, and *Ad majorem Dei gloriam*, and the twenty-five members of the Cicero class of St. Elizabeth Academy, St. Louis, Missouri, are ready for another live, adventurous journey into the realm of an ancient toga-wearing race.

Junior Classical League

There is never a dull moment for these alert Latin scholars, all members of the National Junior Classical League. Among them, incidentally, is the president of the state of Missouri J.C.L., Maryann Schneider, elected in April, 1960, at the state convention held at Columbia, Missouri.

But what is this J.C.L.? It is a national organization composed of local classical clubs in junior and senior high schools throughout the United States and its territories. Its purpose is to en-

courage among young people an interest in and appreciation of the civilization, language, literature, and art of Greece and Rome, and to give them some understanding of the debt of our own culture to that of classical antiquity.

Back to Cicero and his dynamic *Orationes in Catilinam*.

"*I ad tabulam, si tibi placet*," says Soror Venantia, instructor in Latin.

Then might follow the diagramming of one sentence; often, in Cicero, an entire paragraph in length. This diagram, with twenty-six pairs of observant eyes upon it ("*Mirabile dictu*," as Virgil would say), places every clause, phrase, word in crystal clearness.

It is a delightful *negotium* to detect without hesitation the rare paronomasia in Cicero, his clever praeteritio, that scornful irony deluging along in almost every line, the frequent use of anaphora. Then there pops up an oxymoron, a zeugma, a hendiadys, asyndetons, an occasional tmesis, litotes, a syncope, and

even a chiasmus. Similes, metaphors, rhetorical questions are easy prey.

Unusual verb forms, e.g., *audiere* for *audiēris* in the future passive, offer a challenge which these Elizabethans love.

Then there are hours filled with interesting research in background material: the history of Rome, the golden age in Latin literature and its writers. Roman customs, education, daily life even unto, "Did the Romans use slang?" The discoveries are interesting and profitable.

On another flight to yesteryear, we delve into ancient Roman ways; we ourselves clad in togas recline at the banquet table entertained by a Roman dance followed by a Roman repast from nuts to apples.

Sometimes we are present in the Senate listening to Cicero declaiming. Or we are at the Mulvian Bridge when Cethegus, bearing incriminating letters, is taken.

On a weekly Latin Day, Latin is the language spoken.

S.P.Q.R. (Senatus Populusque Romanus) is the Latin publication written, edited, typed, and mimeographed by the students themselves.

New ideas for the scholastic year are in the borning. Two J.C.L. members of this class traveled in Europe last summer and several attended the national J.C.L. convention in Albuquerque, N. Mex.

Latine vivat!

There are many words in "IRELAND"

By Sister M. Celestine Xavier, I.H.M.

Immaculata High School, Detroit 21, Mich.

Answers are to be words made from the letters in IRELAND.

1. Has length but not thickness
2. Not fat
3. Conduct by the hand
4. Not busy
5. A narrow road
6. Place where wild animals live
7. Sudden attack
8. Indefinite article
9. Do away with
10. Water from the clouds
11. Complain bitterly
12. Pull apart violently
13. Give for a time
14. Tune, melody

15. Valley
16. Help
17. Meadow
18. A legal claim
19. Cover of a box
20. Foreigner
21. Falsehood
22. Beloved, costly
23. Cease to live
24. Eat dinner
25. Boy, youth
26. Arrive
27. Opposite of zenith
28. Color of blood
29. Weighed down, loaded
30. Distribute

How many can you find?

31. Close
32. Model to be imitated
33. Loud continued noise
34. Barren, very dry
35. Nothing
36. Get knowledge
37. Draw off slowly
38. Gain by labor
39. Extremity
40. Wrath, anger
41. A British nobleman
42. Mend
43. Beer made of malt and hops
44. Epoch
45. Interpret the printed page
46. Sit on a horse and make it go
47. Egyptian sun god
48. Character in Shakespeare's play
49. River in Africa

(Continued on next page)

MAKE YOUR OWN TRANSPARENCIES FOR AN OVERHEAD PROJECTOR

An overhead projector can be a most effective piece of audio-visual equipment. Its name comes from the fact that the projected image is shown behind and over the head of the speaker; or in front of and above the speaker when a rear screen projector is used. A transparent visual is placed on the horizontal stage on top of the light source. Light passes through the transparency and is reflected at an angle onto the screen. Some advantages of an overhead projector are that it can be used in a lighted room; it is located in front of a group; and the use may employ it extemporaneously while facing the audience. The projector is easy to operate and rarely fails to interest a group in a presentation.

Hand-Made Transparencies

Simple sketches showing relationships, trends, or even key words can be forceful visual aids. Teachers—and even students—can prepare graphic visual materials for use with the overhead projector by using transparent plastic sheets. These sheets can be marked with grease pencils or felt-tip marking pens or, for finely detailed ink work, with capillary-action pens. If special inks and pens are not available, the plastic sheet can be treated by rubbing its surface with talcum powder so it will hold the ink lines. Using carbon paper to provide a dark image, it is possible to type on a transparency. Mount the transparent by using any opaque material, such as cardboard, heavyweight paper, or old file folders. Just cut out

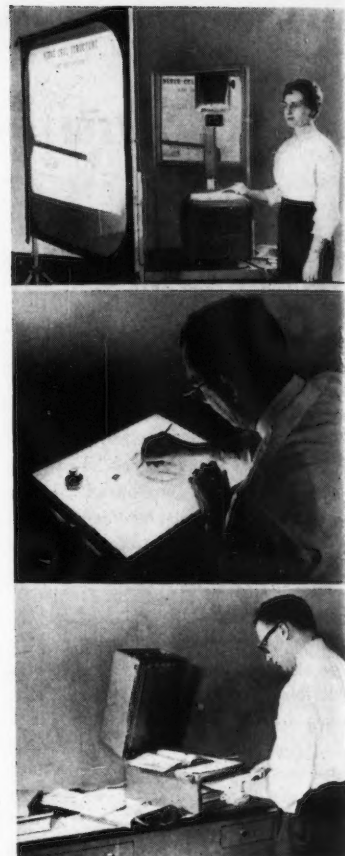
the middle section to serve as an aperture and fasten the transparency in place.

Reproducing Opaque Materials

Drawings, charts, illustrations in pamphlets, books, magazines, and newspapers can be easily prepared for overhead projection in a class. Recent developments in photography have done away with camera, darkroom, and trays of chemical solutions. Now by means of a "diffusion transfer" process, transparencies can be made of any original copy within two minutes.

The process makes use of Ozalid materials, a Projecto-Printer, and the overhead projector, all products of the Ozalid division of General Aniline & Film Corp. Original materials are placed face-up on the stage of the Projecto Printer; negative paper is placed with the emulsion side down over the material to be exposed. Then the printer top is closed over the material. Average exposure time is 25 seconds. The negative paper can be handled in a normally lighted room, but care should be taken that the negative is not pre-exposed.

The exposed negative is then removed from the printer, and placed against a sheet of positive, transparent film, which is not sensitive to light. Both sheets are then fed into the rollers of the Projecto Printer copying machine. In 20 seconds the transfer has taken place. After film is separated from the negative, it may be mounted for projection.



An overhead projector presentation always holds the attention of a class. Original material can be drawn on a transparent sheet; and opaque materials can be easily copied on plastic sheets for overhead projection.

Making Words from "IRELAND"

(Continued from previous page)

50. River in Siberia
51. Mother of Helen of Troy
52. Mountain that was birthplace of Aeneas
53. Grandson of Ephraim
54. Son of Gad
55. Symbolic name of Jerusalem
56. Spanish painter
57. Son of Benjamin
58. Cause to run off the rails
59. Word expressing addition
60. Within
61. Disowning, contradiction
62. American educator
63. Plan, opinion
64. Scottish for no
65. Face of a clock
66. Be sick or ill
67. Wreath worn round the neck
68. Long strap of a bridle
69. Past tense of run
70. Not artificial

71. Member of the faculty or a college
72. Used in cooking
73. Slender piece of metal
74. Extremely evil or terrible
75. The skin on bacon
76. Ocean-going passenger ship
77. One of the sources of indigo
78. Old-womanish; infirm
79. Most of *As You Like It* is laid in this forest
80. Fortification
81. The fruiting spike of any cereal
82. Present-tense form of the verb be
83. Retreat of a wild beast
84. Scottish title for the owner of an estate
85. American poet
86. Roman guardian spirit of the house
87. Measure of capacity
88. Pertaining to the kidneys
89. Daughter of Laban
90. A great prophet

Answers to the Definitions

- | | | |
|-----------|------------|------------|
| 1. line | 31. near | 61. denial |
| 2. lean | 32. ideal | 62. Adler |
| 3. lead | 33. din | 63. idea |
| 4. idle | 34. arid | 64. nae |
| 5. lane | 35. nil | 65. dial |
| 6. den | 36. learn | 66. ail |
| 7. raid | 37. drain | 67. lei |
| 8. an | 38. earn | 68. rein |
| 9. rid | 39. end | 69. ran |
| 10. rain | 40. ire | 70. real |
| 11. rail | 41. earl | 71. dean |
| 12. rend | 42. darn | 72. lard |
| 13. lend | 43. ale | 73. nail |
| 14. air | 44. era | 74. dire |
| 15. dale | 45. read | 75. rind |
| 16. aid | 46. ride | 76. liner |
| 17.lea | 47. Ra | 77. anil |
| 18. lien | 48. Lear | 78. anile |
| 19. lid | 49. Nile | 79. Arden |
| 20. alien | 50. Lena | 80. redan |
| 21. lie | 51. Leda | 81. ear |
| 22. dear | 52. Ida | 82. are |
| 23. die | 53. Eran | 83. lair |
| 24. dine | 54. Eri | 84. laird |
| 25. lad | 55. Ariel | 85. Lanier |
| 26. land | 56. Dali | 86. Lar |
| 27. nadir | 57. Ard | 87. liter |
| 28. red | 58. derail | 88. renal |
| 29. laden | 59. and | 89. Lia |
| 30. deal | 60. in | 90. Daniel |



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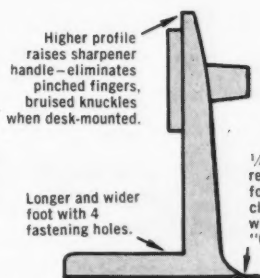
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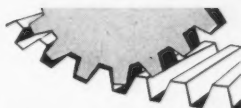
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Catholic Management Section



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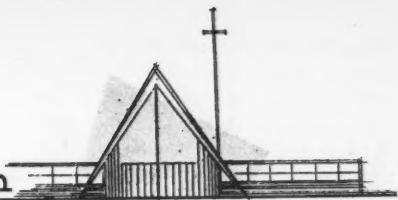
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APRIL, 1961 — SPECIAL PURCHASING ISSUE

Extending our Apostolate through the BUDGET

By Bro. Paul C. Goelz, S.M.

Director, Graduate Division, School of Business Administration
St. Mary's University, San Antonio, Tex.

● THE MAJOR INSTRUMENT for implementing and achieving determined objectives in a business enterprise, a governmental unit, or an institutional operation is the *budget*. Despite the proven effectiveness and the almost universal use of this approach, religious orders have been notably delinquent and inept in employing sound budgetary procedure. Some of the reasons for this failure lie within the nature of religious life itself; others are to be found within the character of individual administrations. For example, because of our preoccupation with the things of the spirit or through indolence we may be guilty of presumption instead of developing our divinely given prudence. Some superiors fail to see the problem, some lack the knowledge of the methods necessary to cope with the problem, others consider it too mundane for serious attention.

Managing the material resources needed for our mission is a business, indeed, it is "big business." Yet, there is a disturbing lack of background preparation for those charged with it; the assumption is that these insights and procedures can be picked up easily. The complexities of modern operations, the competitive battle for men's minds and souls, and the increasing demands of our evolving apostolates require a more ex-

tensive and refined use of scientific administration and its instruments.

This article expresses a philosophy of budgeting for religious orders and their works. The mechanics of budget-making fall outside the scope of these thoughts.

Kinds of Budgets

A budget is a blueprint of an organization's plan of operation expressed in dollars and cents. It is the specific statement for a given period of the manner in which the broad purposes and goals of the institute are to be realized. The master budget system should include an *operational budget* of the year's income and operating expenses, a *capital budget* for replacement and expansion expenditures, and a *cash or financial budget* of all anticipated revenues and expenditures together with money requirements by major time periods that the amount of working capital needed to conduct the various activities can be scheduled. The discipline of a budget gives the provincial and his directors a means for maximizing their administrative effectiveness and minimizing the time they need to spend in exercising their authority. Uncoordinated decisions are reduced. A budget ought to be a positive, dynamic, creative instrument of development. Often it is made a nega-

tive, odious chore. If intelligently conceived it can develop not only our material resources but more importantly our professional mentalities and human capacities.

Material Resources

The budget must provide for keeping up and expanding the physical plant—that which allows us to generate income. Too often we fail to allow sufficient funds for maintenance and refurbishing. Instead, most of the money goes for irrecoverable expenses, some of which are questionable fiscally and ascetically. While providing for current needs a portion of our revenues must be put aside to assure funds for capital replacements, new opportunities, contingencies, and to build additional annual income from dividends and interest. It may be contended that these funds should not be so invested but rather put immediately into works of the apostolate. One answer to this is that very few of our investments in plant pay themselves out by recovering principal, lost interest, or other "opportunity costs." Also, some provision must be made against the inexorable toll of inflation. All nonprofit institutions must do this; most operated by other faiths do. We have no choice. Our needs are pressing and our resources are limited.

Even if funds were unlimited, our social vow of poverty demands that we maximize their use for apostolic rather than for personal purposes. Too, we must develop in potential supporters confidence in our ability to administer wisely and effectively.

Human Capacities

The greatest wealth a religious order has is its man- or woman-power. If one computes the capitalized value of a providence's personnel, a very appreciable investment is discovered. A business firm would protect carefully such enviable resources—not erodable by rising prices, obsolescence, and similar economic hazards. Yet we do little to plan their long-term development and utilization. Specifically, deliberated policies implemented by the budget must provide the finest education and professional development for our candidates and members throughout their lives if the Catholic Church is again to attain its position of cultural pre-eminence. Their spiritual growth must keep apace. Adequate funds must be reserved for houses of formation and second novitiates. Estimates must be made of the numbers and proportions of the personnel needed for specific kinds of work. Adequate funds must be reversed for the medical and retirement care of the men and women who are pouring their lives into the apostolates. Provision must be made for useful retirement.

Now all of these goals are obvious. But let us spell out the needs and estimate what they will cost us. Then calculate our resources. Then devise means to raise the funds that are lacking by economizing, project development, and solicitation. Above all, let us get the whole picture of our needs and then through careful planning and deliberation allocate our sparse resources that *all* the goals and needs are serviced in the order of their importance. This planning is preferable to allocations that result from expediency, placation, or last-moment decisions with the resultant partialities and permanent neglects.

When the completed budget is submitted to those charged with evaluating and approving it, it should contain an introductory statement of goals and policies which are the soul for the structure of the appropriations. A more intelligent review and approbation will be possible. A more understanding acceptance of the budget by division and department heads will be achieved to the extent that these purposes are made known to them.

Budgeting for Expansion

To be specific about the nature of the approach here requested, the following much neglected area is submitted as an example:

BUDGETING FOR EXPANSION

Areas Requiring Policy Thought and Decision

1. In what fields or directions shall we expand, and in what priority?
2. To what degree shall we expand?
 - a) Qualitatively: economic and social groups served, academic levels, research, etc.
 - b) Quantitatively: number of persons served, number of plants, size of units, scope of operations, etc.
4. What is to be the source of these funds?
 - a) Current revenues
 - b) Campaigns
 - c) Bequests
5. If these revenues are for plant only, from whence the funds for operating the new facilities, particularly for those which replace old structures or are nonrevenue producing? (In many instances a gift for a major building would have to be refused because operating budgets could not handle the increased costs for utilities, maintenance, janitorial, grounds, etc.)
6. To what extent will these expansions increase overhead in supervision, control, maintenance, etc.?

Information Needed

Decisions in these areas will be sound to the degree that facts replace guesses, logic replaces emotion, and deliberation replaces expediency.

Historical cost data are needed on the major phases of our own operations and those of similar operations of our public and private associates. Reference here is to revenue, costs, reserves, plant investment, debt service, etc.—annual data and trends in both dollars and percentages. Performance must be evaluated internally through normative ratios and by comparison with norms of similar works operated by others. Some special studies along these lines are published: budgets of government-operated schools, hospitals, and institutions are available. Much information can be obtained from personal contact with treasurers and business managers, who are usually generous in sharing their experiences and ideas. Accumulating this information for the first time will be a chore but there is no escaping it if the desired benefits are to be obtained.

Budget Analysis

If the budget is the vital comprehensive blueprint as is here contended, then it is imperative that its study be not confined to the busy period when the

budget is compiled with all its preoccupation with details of data accumulation, procedure, departmental requests, and so on. Budget analysis should be a continuous activity of administration. Policy refinements are a constant concern. Developments in our works, deviations from estimated revenues and costs, new opportunities unforeseen problems—all these require periodic reviews of our resources and procedures that remedial action can be pinpointed promptly. These reviews must appear frequently on the agendas of house councils and provincial councils.

All the time-consuming thought and work that go into the budget are of little value unless those in authority quarterly and at year's end hold post mortems on performance. Reports must be submitted which show comparative data for previous years on budget estimates and actual revenues and costs with explanations of deviations and appraisals of developing trends.

While some of the details of compilation may be delegated, the major analyses and reviews are the sole responsibility of the higher superiors. The budget embraces the very fiber of the Rule and the Vows.

Can it be alleged that what is here being asked for does not require all this complicated procedure, that all is taken care of by the day-to-day judgments and decisions of those responsible? No! The modern apostolate, the works of individual houses, and even individual operations, are too complex and the consequences too weighty and far-reaching for a single mind to cope with completely and intuitively. Planned, deliberated group thought is imperative if a creative approach to an Order's mission is to characterize its administration. The question to be answered is: Shall these goal and policy decisions be arrived at through default or be made fulfilling through deliberation?

In Communities where these proposals are an innovation, it may be necessary to conduct seminars or workshops to acquaint individuals with the techniques of budgetary procedure. In the broader area of administration a system of understudies for technical and managerial positions is imperative. Perhaps there should be an inter-Community association which would promote an exchange of ideas, conduct research, and sponsor institutes. This is more work added to an already heavy burden but it will assure the "expansion of the apostolate" on a firmer base.



This attractive, well-equipped classroom is part of St. Adrian's school, Chicago, Ill. Perkins and Will were the architects.

Some common sense advice for achieving

Economy in Purchasing Equipment*

By Harold W. Boles

Educational Consultant, Newark, Ohio

● **EVERYONE** concerned with a school building program must exercise eternal vigilance if wasteful expenditures are to be avoided. This vigilance must extend to the purchase of equipment, too. Here, as in each of the other phases of school plant development, there is no single opportunity for effecting great savings. Apparently there are many little things, however, which can be done in purchasing school equipment to help keep the gross cost of new school facilities to a minimum. Almost all these things are under the control of the school administrators.

According to 87 educator-architect teams, scattered throughout the United States, who have had a part in the construction of low-cost new schools in recent years, those things which can be done to avoid wasteful equipment expenditures are listed in the following paragraphs in the order of their importance:

1. Purchase ALL equipment on competitive bids or comparative

prices. Some administrators are too prone to say: "We like this, let's buy it," without attempting to learn whether there are competitive products which they might like equally well. They generally pay premium prices in such cases—and often overlook products better than the one chosen.

2. Specify as much of the equipment as possible yourselves, thus saving the architect's fee on it.

This suggestion does have merit and can account for some very real savings if these precautions are observed:

a) Make certain the person entrusted with writing the specifications is capable.

b) The specification writer must recognize his limitations.

c) Remember that you may need to have the architect supervise certain installations, and he probably will not be willing to do so unless he has specified the equipment being installed.

d) Stick to suggestion No. 7 in this article, come what may.

3. Keep most equipment purchases separate from the general contract. The reason for this should be obvious,

but here are examples to make it clearer. With either rollaway gymnasium bleachers or cafeteria kitchen equipment, the installation is nearly always made by the distributor who supplies the equipment. If you contract directly with him, you get the same price which he quotes to your general contractor even if the bid for the equipment is included in the general contract. The difference is that the general contractor adds on his usual rate of profit (often 15 to 20 per cent) for equipment which he never touches.

4. Make sure the hardware is simple and functional. Hardware of simple design usually costs less initially and requires less maintenance than the more ornate. If it is hard to clean, the extra custodial time involved will soon eat up the few hundred dollars you might save by buying something of poorer design.

5. Do not purchase equipment which will be unused. This seems elementary, but many schools have been forced to do without sorely needed items of equipment while excess quanti-

*Excerpts from an article in the *American School Board Journal*, Sept., 1958.

ties of other items gather dust in a storeroom. More judicious estimating of actual needs can prevent such unfortunate occurrences.

6. Use stock items where possible. The stock item usually will cost less than a comparable custom-made item—unless the stock item enjoys a virtual monopoly in its field.

7. Do not allow equipment companies to decide what equipment should be installed. The layout facilities of such companies should be used judiciously as the competition may be scared off by knowing that a certain manufacturer made the layout.

8. Use simple, uncomplicated lockers or wardrobes. Each door, each hinge, and each latch is a potential maintenance problem. Too often, we put doors on lockers or wardrobes, and then have to provide special ventilation within those spaces. Probably the most economical and hygienic arrangement is to hang coats in relatively open areas in classrooms or corridors because those areas are already provided with both mechanical and natural ventilation.

9. Have installation of equipment conduits and pipes included in the construction contracts. (See No. 14.) Unless equipment is decided early and service conduits and pipes are provided in the construction contracts, you may as well resign yourself to either (a) having exposed pipes and conduits which does not necessarily mean they cost less than concealed ones; or (b) paying extra to have them installed where they should go. This may mean tearing up walls or floors or running new electric lines back to a feeder panel.

10. Tell the architect and the equipment contractors where you want locks, and have them installed only where needed. Sometimes expensive locks are provided and never used. Classroom locks may not be needed if there are gates that can close off classroom wings; or if the teachers' storage cabinets have locks.

11. Include in your intercom and program systems only those features which will be used. Don't pay for a record player unless someone is going to use it. Don't put in an AM-FM radio if only AM will be used.

12. Use chalkboards of inexpensive material. There are several excellent boards on the market; examine them and see which seems best suited to your needs.

13. Put chalkboard on only one wall or less of each classroom. Most teachers admit they can supervise only six or eight pupils working at the chalkboard at one time. Many expensive slate boards are covered with pasted-up displays of pupil work.

14. Make all equipment decisions early in the planning stage. Plan early, even though you take separate bids on equipment after the building is under construction. A particular kind of equipment may even alter room shape and size. If utility services for equipment must be run in later, you will pay extra (see No. 9).

15. Have teaching and other personnel help plan the kitchen, especially the cafeteria, industrial-arts shops, etc. If they are experienced, they can often point out something that looks good on paper that may not function at all.

16. Use simple, open-front cabinets in classrooms. Doors cost money and often stand open.

17. Make the program system a part of the "intercom" system. Two separate systems usually cost more and do not function any better than a combination unit.

18. Use tackboard of less expensive material than cork. Several attractive materials are on the market that can be painted. Some of the least costly hold tacks well, but are not "self-healing" when perforated by tacks. Such boards can be replaced, covered with inexpensive fabric, or used with non-marking plastic adhesives at less cost than cork.

19. Make most equipment of painted softwoods. Items like bookshelves which do not have hard usage or abuse will wear as well and last as long as the hardwoods.

20. Use free-standing classroom cabinets for storage where possible. Factory made, assembled, and finished units are usually lower in cost than built-in units. Free-standing units add to over-all flexibility of room use and arrangement.

21. Use simply designed rollaway bleachers for gymnasium seats. They usually cost only a fraction of built-in seating.

22. Use simply designed plywood chairs in the auditorium. Cushions are nice to have, but they cost money. Most school programs are short and the seating is comfortable enough. New laminated processes for plywoods have overcome many earlier objections; metal banding of back and seat edges make them practically tamperproof.

School Equipment Planning Requires Early and Thorough Attention

Perhaps the most severe criticism that can be levied against school planning is that more of it begins with the assumption that equipment can be considered an aftermath of planning and need play very little part in the original determination of areas and spaces. Ignoring equipment, or paying little heed to its character, in the earliest stages of planning is against all logic. Equipment influences methods of teaching. The placement of fixed equipment in school buildings fifty years ago has in many cases frozen classroom procedures and erected roadblocks to curriculum advancement.

The majority of serious educational problems associated with equipment is usually bypassed or

ignored. The tempo of learning has speeded up, the curriculum has been expanded, important courses of study content have been rapidly moving down to lower age levels, the material of instruction has changed with the times, and the media of teaching have increased in number and kind. In today's school the character of the equipment and its bearing upon the teaching and learning processes have assumed new importance. As progress is made, equipment adaptations must follow in higher degree the work and needs of the teacher. — *The late N. L. Englehardt, Sr., reprinted with permission from the JOURNAL OF THE AMERICAN INSTITUTE OF ARCHITECTS.*

An assessment of today's problems
may lead to new efficiency tomorrow

Major Purchasing Problems in Catholic Institutions Today



By Brother Leo V. Ryan, C.S.V., Ph.D.

Director of Continuing Education, Marquette University, Milwaukee

● PURCHASING continues to grow in importance as a management function performed by administrators, whether in the parish, elementary and secondary school, or the host of church-sponsored agencies and institutions. The increasing demand for specialized goods and services, the cost spiral and the changing purchasing power of the dollar, the relatively stable sources and rate of income in educational and charitable institutions, all present convincing arguments for greater attention to the purchasing function.

Apart from the economics involved in purchasing for Catholic institutions, there remain a number of management considerations to be faced by all administrators. The successful mastery of purchasing as a management activity, rather than the economics of purchasing, will probably provide the major challenges in the year and decade ahead.

In Catholic institutions purchasing as a management function is handicapped in at least three important respects: (1) an inadequate understanding of the purchasing, procurement, and materials management; (2) an incomplete development of procedures and systems; and (3) inexperienced personnel who are assigned responsibility for this business function.

Purchasing is more than buying and selling or ordering goods and services for use. In business today, the term "purchasing" is giving ground to *procurement* and *materials management*. *Procurement* embraces purchasing plus transportation (delivery and trucking services). *Materials management* consists in purchasing plus transportation plus storage plus supply management.

Misunderstanding of Purchasing

Too often institutional administrators, principals, superintendents, and pastors equate the simple buying function with purchasing. This oversimplification contributes to a basic misunderstanding of purchasing as a management activity. This oversimplification frequently hampers the development of adequate procedures and/or a complete system of procurement. Failure to appreciate the entire concept of purchasing as a management responsibility retards greatly the free development of this function within the business framework of the organization. Finally a failure to understand the purchasing function restricts the development of personnel assigned to this business task.

A recent study of the functions of the school business manager specifies the presently accepted duties of the business manager (regardless of his title) as related to purchasing. The business manager of any school or institution "is re-

sponsible for all purchases" including equipment and supplies for new buildings as well as existing buildings. His broad assignment means he considers the educational implications associated with each purchasing decision; he prepares suitable specifications and standards; and he utilizes good purchasing principles and procedures. He is also responsible for warehousing, storing, trucking, and inventory control.¹

In outline form, then, Dr. Frederick Hill identifies the managerial responsibilities of purchasing and supply management² as follows:

- A. Official purchasing agent
- B. Purchase methods
- C. Stock requisitions
- D. Standards and specifications
- E. Purchase bids
- F. Purchase contracts
- G. Purchase of supplies and equipment
- H. Storage, delivery, trucking services
- I. Inventory control

One major purchasing problem immediately facing Catholic administrators is the development of a full appreciation for these duties and a proper education of all personnel concerned, directly and indirectly, with the expanding and growing responsibilities of the institutional purchasing and supply management.

Simple Procurement System

Another problem area in purchasing may be observed in the matter of organizing the procurement and supply management activities into some simple system, complete with purchasing procedures. A complete, integrated system of purchasing with simple but satisfactory procedures will be even more essential in the future.

Public institutions have long since developed rather refined purchasing systems and comprehensive procedures. Two reasons, in particular, may be offered to explain this leadership: size of the system and public accountability for fiscal disbursements.

The large number of interdependent and interrelated units in a public school system (whether in a large city school system or in a smaller school district) demands that both system and procedures be manageable. The volume of transactions generated within such an administrative unit requires system and procedures. The autonomy of parochial institutions in the past and the essential uniqueness of each unit

¹Frederick W. Hill, *The School Business Administrator* (Evanston, Ill.: Association of School Business Officials, 1960), p. 17.

²*Ibid.*, p. 19.

have mitigated against the development of system and procedures other than an occasional case. However, the movement toward centralization of schools, high schools in particular, can easily lead to more demand for individual and interschool purchasing systems in the future. The growth of centralized purchasing activities in many dioceses promises to be even more significant in the decade ahead. More religious orders are introducing centralized purchasing for their entire community. Co-operative efforts between and among individual schools also promises to grow more significant.

Limited Accounting of Funds

The element of public accountability exists to a very limited degree in parochial institutions. But the trend is to provide parishioners more information on parish and school finances and to provide parents more financial information through Home and School associations and Parent-Teacher groups. Effort in this direction is very limited at present, but there also promises to be many more significant developments in the decade ahead. The extent to which parochial accountability exists is, by no means, comparable to what is required legally of public schools. As Catholic parishes, schools, and institutions reach organizational maturity, they will reflect greater co-operation among presently diverse units and will recognize the desirability of communicating the facts of their administration to the various publics being served.

There is a trend toward central purchasing at the diocesan level on the part of religious communities, and between and among schools and institutions in a given locality. Such an agreement in the area of purchasing requires *ad hoc* decisions and necessitates policies; these eventually, if not immediately, give rise to a body of procedures which frequently merge into a system.

Procedures of Purchasing

The problem facing administrators is to adequately review all the factors essential to developing a system of purchasing and supply management. Quite a number of factors should be considered.

Internal policies and procedures should be developed for the *requisition* of necessary items of equipment and supply. Some method must also be developed, however informal, to relate items requisitioned to (1) actual needs and (2) available funds. Every administrator has had experience with teachers, department heads, custodians, clerical or cafeteria staff members who always want, or think they need, untold items of new equipment or expensive supplies. The cost of every request must be measured against the educational program to see if the purchase contributes, and also against the supply of available funds to determine whether the purchase is feasible when considered in the light of over-all needs and other demands on the financial resources. A *requisition* form can be designed (printed or mimeographed) on standard forms and purchased inexpensively at most stationery stores. A written requisition saves time, concentrates all the vital information on one form, and avoids the possibility of misunderstandings especially if the purchasing agent is someone other than the source of the requisition.

Standard supply lists constitute a popular purchasing technique that both guides and controls teachers and staff members in the selecting of items of supply. Such a list identifies the major items commonly used in the school or parish situation, by type, description, and catalog number. Supply lists are useful as inventory guides and provide a basis for computing totals on which to base quantity purchases.



Courtesy of Sales Management magazine.

Sources of supply and information on products available for purchase should be classified and readily available. Catalogs, price lists, and pertinent promotion material should be filed by type or vendor. Sources of supply should not be selected at random. One key problem in parochial purchasing situations is the availability of information from a variety of vendors. Too frequently the remark is heard, "I didn't know that you carried that item," or "Acme Corporation was the only place I knew to ask about it." Every administrator who acts as a purchasing agent must be in contact with a number of vendors in every field who offer similar and competing products. Only through such contacts can a purchaser gain the advantages inherent in our competitive free-enterprise system. Only through a variety of contacts with sales representatives can a system of *securing quotations and/or bids* be adequately developed.

Specifications Imply Testing

A procedure must also be evaluated in the matter of reviewing bids and quotations and determining the offer to be accepted. To insure that both parties, the purchaser and the seller, are talking about the same quality and type of product, *specifications* must be developed. The preparation of specifications has been one of the least developed aspects of purchasing in parochial situations. Several explanations may be offered. Specifications are technical in nature; they often require more knowledge, skill, and time in development than most inexperienced purchasing personnel can offer. Specifications must be related to the need of individual situations. Although they may be borrowed from other groups, essentially specifications should be developed for the situation at hand.

Specifications to be effective must be more than listed, they must be verified. They are relatively useless if the purchaser makes little or no effort to determine whether or not the equipment and supplies received conform to the standards and specifications initially requested. Purchasing management in the years ahead will be forced to improve in this matter. All the pains entailed in developing specifications and the process of acquainting vendors with them is rather futile and useless if administrators do not test products to determine whether or not they meet the prescribed specifications. Yet this is practically never done in parishes, rarely in schools, and only occasionally in larger institutions.

Specification development and its corollary, *product testing*, are relatively unknown among parishes and schools, elementary or secondary. Considerable assistance can be rendered pastors and principals by the staff of the local public school board. School boards always purchase according to specification. They provide for test runs to verify standards and specifications, and thereby gain invaluable information about standard items of equipment and supply used or proposed for use in their schools. The results of these tests are available on request to any citizen of the area. The decade ahead offers two alternatives: closer co-operation with local public schools through exchange of information and purchasing data in the areas of standards, specifications, securing bids and quotations, and testing products; or Catholic institutions must develop sources of similar information. The possibility of answering this challenge depends both on the degree to which the role of purchasing is understood and appreciated as a managerial technique and how effectively we develop the means, methods, and techniques of procurement into a system of purchasing within the limited funds available and without duplicating testing facilities.

Specifications make it possible to secure bids and/or quotations for substantially similar products on comparable terms. *Quotation sheets* are often developed by institutions engaged in extensive purchasing. Whether printed or mimeographed, quotation sheets describe the product under consideration and the terms of purchase. Vendors complete the forms adding their prices (quotations) and any additional information.

Purchase Orders

Once the product and supplies have been agreed upon, the next step is to issue a *purchase order*. This form, usually numbered and prepared in duplicate or triplicate, specifies the vendor, the items to be purchased described in terms of quantity, quality (detailed specifications), price per unit, extension, purchase, payment, and delivery terms.

Handling Shipments

Additional procedures should be developed in the organization to provide for adequate receipt of equipment and supplies, plans for storage and subsequent inventory control, as well as a method of issuing supplies as needed.

Several brief comments on the importance of delivery, storage, adequate inventory, and stock control might be offered as suggestions. The failure to check merchandise upon receipt often costs money, since it transfers to the recipient the burden for proving shortages, damaged goods, or other losses. Small shipments can often be misplaced unless delivery is always made to a central receiving dock. Do shipments destined for the school go to the rectory? Rectory shipments go to the convent? Cafeteria supplies delivered to the school? If you are a victim of this confusion, you know that there is a possibility of loss in merchandise as well as patience and time. A central point for all deliveries is important or a clearly defined system of identifying appropriate delivery addresses.

Careful storage can reduce losses and spoilage, and provide security for unused equipment and supplies. How often water seeps into a storage area and ruins book and paper supplies! Off-the-floor shelving and a periodic check would have eliminated any loss. Proper and careful storage can save time. How often must a new paintbrush be purchased each time painting is done because the brush last purchased cannot be located or someone failed to clean it and it has since become hard and ruined? Proper storage also reduces the

temptation to theft. Neatly stored items are easy to locate, count, and inexpensive to maintain.

Inventory Control

Finally, an adequate system of inventory and stock control makes it possible to establish minimum and maximum quantities and to maintain a consistent pattern of purchasing. Inventory control reduces the possibility of depleted stock at the most crucial moments. Adequate inventory information gives a purchasing agent time to secure the best prices, taking advantage of special seasonal sales, for example. Last-minute purchases are often at retail, not wholesale, prices, thus reducing the purchasing effectiveness of each dollar of expenditure. Last-minute purchases often result in added purchasing costs (phone calls, telegrams) and added delivery charges (air freight, special delivery).

Supply management goes hand in hand with good purchasing procedures. Improvement in both of these areas represents a major challenge to purchasing management in the years ahead.

Inexperienced Personnel

The third major problem area arises from the inexperienced personnel in many Catholic organizations who are assigned responsibilities for purchasing. The problems of inadequate understanding of purchasing and incomplete systems and procedures are only compounded when authority for purchasing is assigned to one or more staff members who are relatively inexperienced in both business and this specialized phase of purchasing.

Several problems arise. The inexperienced purchasing agent deals with vendors, salesmen and manufacturers' representatives who are both experienced and specialized. The balance of power in any buying or selling situation is heavily weighted in favor of the firm. Product knowledge, terms of sale, criteria of quality, factors of supply and demand are essentials that should be known by every purchasing agent. Yet, these areas of purchasing knowledge require experience and training. Considerable loss of time—and thereby dissipation of the valuable talents of many religious—result from the indiscriminate assignment of purchasing responsibilities. When almost everyone in an institution has authority for purchasing, there is confusion and waste. "Too many cooks spoil the broth." Too many people responsible for purchasing have the same effect: ineffective co-ordination, overlapping authority, failure to pool product information, and the typical "left hand doesn't know what the right hand is doing" situation develops. The failure to know what to do and how to do it results in costly decisions. The failure to understand the mechanics of business and purchasing often results in poor decisions, such as bargains that are not such great buys, overbuying or overstocking without proportionate savings.

Overemphasis on Price

But perhaps the greatest purchasing problem is the tragic overemphasis on price which seems to be the greatest weakness of inexperienced purchasing personnel. Purchasing refers to securing the right quality of product at the right time, in the right quantity, and at the right place at a fair price. Somehow the price emphasis looms as the most important feature in the purchasing negotiation. Nothing could be more false. The inexperienced purchasing agent is often totally persuaded by price. A few cents shaved off the price are frequently sufficient to transfer a sale from one vendor to another without consideration of other factors, i.e., service,

dependability, product evaluation, guarantee that the items under consideration are comparable in every respect, delivery time, or payment arrangements, to cite several examples.

Vendors are seriously concerned about the problem of price cutting, not only for its financial losses, but also for the harm it does in customer relations. Sometimes a local vendor who has been loyal and faithful in rendering service at a fair price is suddenly dropped by an organization without warning or an opportunity to counterbid when a traveling salesman from a distance promises a "real buy." Too often companies of long-standing reputation are dropped when an organization is offered a "special price" on a onetime purchase possibility. Sometimes sale price plus freight add more cost to items than securing them from a local vendor. These comments are general. They could apply equally well to several competitive firms operating in a local territory.

Subjective Purchasing Motives

Inexperienced personnel are prone to more subjective arguments and emotional sales appeals than more experienced purchasing agents who select merchandise on the basis of standards and specifications. All purchasing involves personal relationships, but these should be outgrowths and by-products of purchasing decisions reached on a scientific basis. Too many salesmen in dealing with religious spend more time advertising their Catholicity, their membership in the Knights of Columbus or the Holy Name Society, or their good standing as contributors to bazaars, or their friendship with "name" clerics, than they do demonstrating the quality of their mer-

chandise. They get by with this approach only because Catholic purchasing agents tolerate it — or, more accurately, "buy" it.

Training, reading, experience, and the development of purchasing system and procedures are the only answer to this weakness in parochial purchasing.

Are there hopeful signs? Certainly. More interest is being shown in the purchasing function of management every year. More questions are being asked at clinics, talks, convention meetings. The desire for information on proper purchasing technique may soon catch up with the heavy inquiries for proper financial accounting methods.

More religious communities at the general and provincial level are organizing their purchasing effort and more local communities are designating a single religious to co-ordinate and be responsible for purchasing. There is emerging a better understanding of purchasing, procurement, and materials management. More articles are appearing on the subject in Catholic periodicals. The role of supply management is being linked with purchasing.

There are hopeful signs of increased organizational maturity on the part of parishes, schools, and other institutions, and with this maturity, a better understanding of purchasing as a management function system and more refined procedures, and better trained personnel to direct and supervise the work. These three areas provide Catholic administrators ample challenge for the future, but likewise promise returns to a degree that even exceeds the effort required.



The School Supplier: *He Sells Value Plus Service*

By Dave McCurrach

*Executive Manager,
National School Supply and Equipment Association*

● **WHAT'S IN A PRICE?** As a school buyer, have you ever been confronted with two very similar items offered at slightly different prices? Few buyers fully appreciate the value that is added to a product as it goes to market through the reliable school supply and equipment distributor. Differences in prices are reflected in service to the schools. This service, seemingly intangible, can be measured and adds value for the purchaser.

The manufacturers and distributors of school supplies and equipment want to help the schools get the greatest value possible for the school dollar they spend. Beyond their natural com-

mercial considerations, they have a deep concern for the welfare of the school-children of America. The National School Supply & Equipment Association (NSSEA), the only association for the manufacturers and distributors in the educational field, helps its members to serve the schools better by keeping them up to date on new merchandise, new educational techniques, and good business management procedures.

The school supply and equipment distributor occupies an important place in the school market and the economics of modern business. In a favorable position to bring thousands of items of educational or health value to the

schools, the distributor has intimate contact with hundreds of manufacturers. He offers any quantity of an item or combination of items for delivery to your school when you want it and how you want it. His job is complex, complicated, and entails great responsibility.

With constant attention being drawn to the school market by the general and business press, every manufacturer feels that his product can be adapted to school use and he seeks ways and means of getting his product to the school market. A good distributor, too, is continually seeking and appraising these new educational tools, judging their quality, workmanship, and how

they may fit into the educational program. Only after the distributor is satisfied that the product is "right" will he agree to offer this merchandise for sale to the schools.

Through close association with the schools, the distributor knows firsthand what the school requires to carry out its educational program and what its particular problems might be. As a result of the salesman's regular call, school personnel have grown to rely on him for information, specifications, and answers to many questions on purchases.

Through the complete and comprehensive catalog issued by the distributor, the purchaser knows what is readily available to him. The item is clearly described, usually with a picture, the price is given, and delivery and shipping information is included. The buyer's source of supply is as handy as the catalog and as near as his telephone.

Because the distributor maintains a warehouse, he can purchase merchandise in large quantities and at off times of the year. Having a large and varied warehouse stock on hand enables him to furnish any merchandise that is required when it is needed. Only by buying from a distributor is it possible to place an order with one company for a multiple number of items for delivery at one time. Delivery might be to one school or many. Many distributors, as part of their service, wrap and mark orders for individual teachers.

At any regional educational conference where there are exhibits, you will find the school supply and equipment distributor prominently displaying products for use in the school. Not only do these exhibitions give those present the opportunity to "see" what is being offered, but often they help finance the meeting.

Costs of Placing an Order

Few schools realize the actual costs involved in placing an order. A combination of many small orders into one provides considerable savings in time and money. Therefore, establishing sources of supply and purchasing from as few companies as possible means more economical purchasing.

What happens when something goes wrong?

Most school supply and equipment distributors conduct their business with the schools on a closed-territory basis. Both buyer and seller are well known to each other. If something should go wrong with a purchase and require

prompt personal care, a quick phone call or short note will focus immediate attention on the problem. Because the distributor has the school's interest in mind and his reputation and integrity to maintain, he'll do everything possible to help a customer.

These services, so briefly mentioned here contribute to the value the schools receive when they utilize the services offered by the distributor. Because the schools of America demand an unusually high quality of service, the school supply and equipment distributor has proven to be a sound and economical source of supply for these important tools of education.

In the belief that school buyers would welcome suggestions on how to obtain the best values in educational facilities for their particular schools, the NSSEA, in co-operation with the School Facilities Council, has published

"Getting More Value for Your School Dollar," a pamphlet that offers help in the area of equipment procurement. A second booklet, "Educational Tool Purchasing," covers specification development and procedures in the area of supplies. Single copies of either booklet may be obtained by writing either this magazine or the National School Supply & Equipment Association, 27 East Monroe St., Chicago 3, Ill.

Good relations between the school supplier and the purchasing agent can do much to reduce time and energy spent on the purchasing function, thus relieving important time that can be spent on problems of education and administration. Ideally, the school buyer and supplier can work as partners with one goal in common: better and more efficient education for the schoolchildren of America.

Remember testing verifies specifications

How to Test Classroom Furniture

By Patrick J. Williams

*Superintendent of Buildings and Grounds
Burlington, Vt., Public Schools*

● **BEGIN** by deciding who should test classroom furniture. In most cases this should not be done by one school staff member, but rather a team of at least three school staff members, one being directly related to the in-service use of the furniture to be considered for purchase. The composite of staff members will vary accordingly to the furniture being considered. For example, if library furniture is to be tested, one of the staff members should be a librarian. If it is shop benches, then one staff member should be an industrial educator if possible, the director of the industrial education program. If it is classroom desk units, then one staff member should be a classroom teacher who teaches in the area where the furniture will be used or a supervisor of teachers when possible.

A testing team of three, in most cases, should be adequate to do the job justice. Of this group, one member should be a teacher or a supervisor of teachers, the second a school principal and the third should be the superintendent of schools, or a staff member

appointed by the superintendent. This latter person could be an assistant superintendent in charge of business, a business manager, or a purchasing agent. This third person's capacity would, in part, be determined by the size of the school system and its organization.

For What Should the Team Test?

Three very important factors when testing for classroom desk and chair units are: (1) function, (2) appearance, and (3) durability and quality.

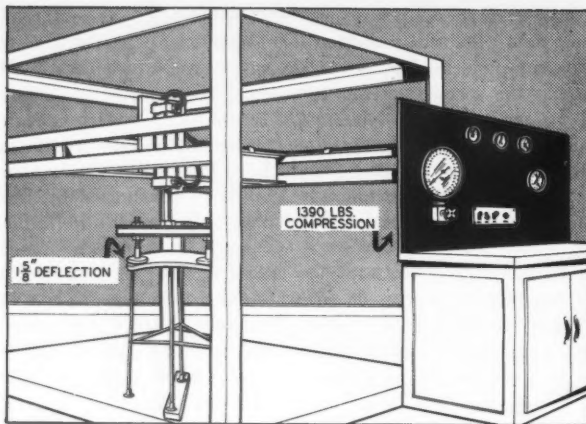
Two important questions we must ask ourselves about function are:

1. Will the unit being considered for purchase meet the expected function at the grade level it is to be used and accommodate the subjects to be taught?
2. Will the pupil's needs be met with the unit being tested?

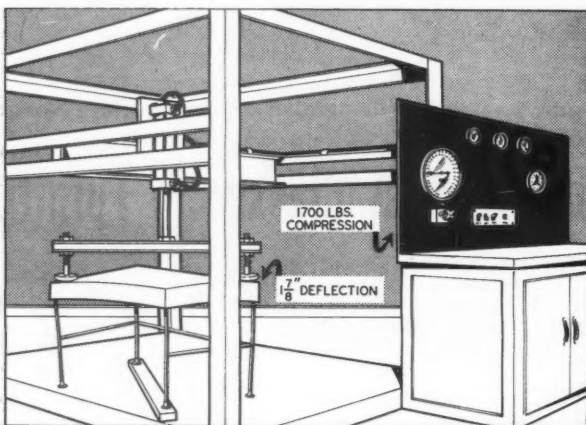
The above decisions can last be made by the supervisor of teachers or principal and are of the utmost importance.

Testing for appearance, which establishes atmosphere, involves answering the following basic questions:

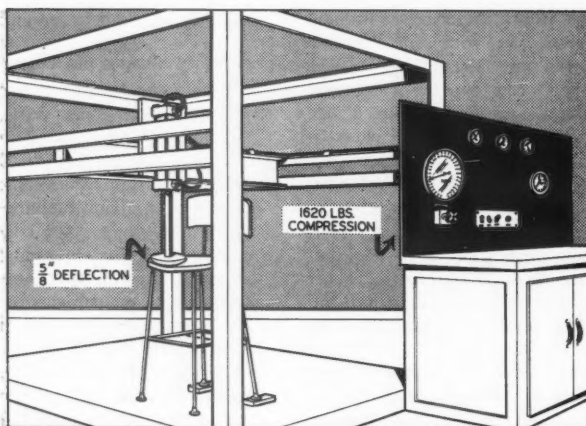
1. Will units being considered be in-



This 18-inch chair with solid plastic back and seat and welded frame is being subjected to a torsion test. The extent of the twist is $1\frac{5}{8}$ in. as shown. There should be no breakage in the tubular steel frame or the welded joints or at the attachment points between frame and seat. The maximum amount of pressure to be applied in this test is 1390 lbs.



This 30-in. desk is being subjected to a torsion test. The amount of pressure to be applied is 1700 lbs. The frame and book box should bend but not break. Welds and attachment points should not give way.



This 18-in. chair is being subjected to an incurvature test. The extent of deflection of the solid plastic seat is $\frac{5}{8}$ \" as shown. The amount of pressure is 1620 lbs. The seat and frame should withstand the pressure without damage.

termixed with existing units? If so, will they maintain a measure of continuity in the total building furniture replacement program?

2. If this is a new school building project, will the units being considered complement or clash with other furniture and equipment being considered?

3. Is the design in keeping with accepted modern standards that will be acceptable 15 years after purchase?

4. Will the unit offer stimulus for the student's mind or will it promote boredom through its appearance and use?

The use of outdated classroom furniture is a sure way to downgrade the average student's imagination. If the seating unit does not meet standard requirements of appearance, it should be rejected on this fact alone.

Educators have been and are now very concerned about the appearance of the school building, but they have not always projected this concern when considering classroom furniture.

Appearance is not only important to the good of the students, but is equally important in terms of the instructional staff. In short, appearance suggests attitudes that stimulate the teaching-learning tempo.

Testing for Quality and Durability

Two important factors in testing for quality and durability are: (1) durability of materials used, and (2) the structural soundness of the unit.

This testing should be done by a person well qualified and experienced in this field. This person could well be a superintendent of schools, business manager, superintendent of buildings and grounds, purchasing agent, etc.

A professional testing laboratory service can be used but it is not always readily available. A better procedure consists of having qualified personnel on the staff and use of their services.

Testing for structural soundness can be accomplished in most cases in your school system industrial arts shop.

Tools include a mechanical press, a compression gauge, blocks of wood of various thicknesses ($1\frac{3}{4}$ to $\frac{3}{4}$ in.), and two yardsticks. With the above tools, it is possible to test for torsion and incurvature. The accompanying diagrams and explanations of each are simple but very effective if procedures are thoroughly applied.

In applying this method of testing, we should be sure that each unit being tested is subjected to the same test to obtain a true analysis of each on the same level.

Only through organized, objective, imaginative testing can classroom furniture be purchased at a defensible basic quality.

A School Purchasing Guide

DO'S

INTERVIEWS

- Do welcome every sales approach. He may have just the product you are looking for to fill an existing need.
- Do limit interviewing time to the subject matter by restricting conversation to useful information. Getting the most out of every interview eliminates callbacks. Remember your time is valuable.

SPECIFICATIONS AND BID CALLS

- Do be complete and one hundred per cent clear in describing your requirements. Without detail, clarity, some bidder suppliers may be in the dark.

AWARDS

- Do be prompt in opening bids at the hour specified. Examine all alternate bids to determine why an alternate has been submitted. The bidder knows, do you?

DELIVERIES

- Do insist that receiving subdivisions of your school system forward accurate counts on deliveries. A short count can ruin a bargain. Verbal receiving reports are seldom satisfactory.

GENERAL PURCHASING PROCEDURE

- Do avail yourself of suppliers' know-how. They are specialists and may have previously heard and solved your specific need problem.
- Do estimate your unknown volume requirements by methods predicated upon a sound standard. Take the hunch out of buying.
- Do use standardization to streamline your inventory. Fewer items serving more purposes reduce purchasing operations costs.
- Do delegate authority within the capacity of your subordinates. Concentrate your own talents on those items which present the greatest area in purchasing economy.
- Do develop and maintain a current library of specifications, brochures, and vendor directories. An up-to-date purchasing library tells a better story than a telephone call to a supplier.

PURCHASING ETHICS

- Do conduct your official negotiations in such a manner that your final action needs no ethical justification.
- What you do as a School Purchasing Agent must not only be right, but look right.

DON'T'S

INTERVIEWS

- Don't deny an audience to a visitor. If you are too busy, offer a later appointment. Remember — you are the school board's official representative in the school merchandising field.

SPECIFICATIONS AND BID CALLS

- Don't be brand-name restrictive in your specifications unless you are prepared to prove that no other product can do the job you want. You may be fooled.
- Don't make specification changes or concessions to one bidder without notifying all bidders promptly.
- Don't hesitate to prohibit certain technical phases of the product (method of fabrication, fastening devices, paint procedure, etc.), if you are certain that the condition is not desirable.
- Don't overlook your delivery-time requirements. A good buy is of no value without delivery as required.
- Don't short-cut bid time. The bidder can make his best offer with ample computation time.

AWARDS

- Don't accept bids personally delivered after the bid opening hour. Late bids should be returned unopened as they are of no value to you.
- A prosecuting attorney has ruled that bids mailed in reasonable time for delivery, and delivered after the bid hour, may be considered as received on time.
- Don't commit yourself to an award at the time of bid opening unless you have had ample time to fully digest all the fine print in the bid.

DELIVERIES

- Don't tolerate down-quality substitution at time of delivery. Sometimes it is better to be late than to be stuck with an inferior product.

GENERAL PURCHASING PROCEDURE

- Don't avoid the practice of value analysis. You are a technical man. Use technology to determine value.
- Don't fail to consult a legal authority in matters of public purchasing methods. He may bail you out before the crime.
- Don't miss referring to current price and merchandise market trends. A good buy today could be a loss tomorrow.
- Don't overlook controls on your low-value purchases. Dollars ship away fast on repetitive buying in this class.
- Don't discourage the trend toward centralized purchasing. American industry won't tolerate it. Our schools can't afford it.

The foregoing "Purchasing Guide" was prepared for the members of the Washington Association of School Business Officials, by Mr. W. H. Elster, Director of Purchasing for the Tacoma public schools and is reproduced here with Mr. Elster's kind permission. The basic

purchasing procedure recommended is applicable to any city school system where efficiency and economy are desired and where good relations with vendors are sought and maintained — as they should be.



Miss Lucille Lukowitz presides over this attractive, functional office at St. Monica's rectory, Whitefish Bay, Wis. Two telephones are part of an inter-communication system connecting rectory, school, church, and kitchen.

The Parish Office:

ITS EQUIPMENT AND PROCEDURES



Right at her fingertips is the parish membership file. On a 5 by 8 flip card is a record of the parishioner's name, address, telephone number, baptism, confirmation, and marriage, number of children, their ages and school attended. On the back of the card is a listing of annual contributions. There are approximately 1200 families in this parish.

● RING the doorbell at a brick split-level residence nestled in a grove of pine trees. A discreet buzzer sounds unlatching the door. You push open the white painted door with its stained-glass panel and enter a tiny wallpapered foyer furnished with a tall rubber plant and a backless bench covered with deep cushions. Inside the doorway a long counter separates the visitor from a spacious, carefully arranged and equipped office. The secretary takes her finger from the desk buzzer and smiles a greeting.

This is the office at St. Monica's parish, Whitefish Bay, Wis., a prosperous suburb of Milwaukee. The pastor, Rt. Rev. Msgr. John J. Barry, firmly believes it is good policy to employ a paid secretary who will preside full time over the parish office. Miss Lucille Lukowitz capably handles the job.

The office is part of an attractive well-planned rectory, recently completed. The office suite overlooks a busy thoroughfare, while the rectory behind it is situated on a more quiet part of the lot. Fully air-conditioned as is the rest of the building, the office suite consists of a large open office area, two small private consulting rooms across the corridor, and a deep closet with

Addressograph equipment is a compact unit in one corner of the office. Address plates for parishioners, C.Y.O., and women's societies are arranged in handy drawers. The machine is operated by a foot pedal.



built-in safe and storage shelves. A long counter with a swinging gate, lined with shelves and cabinets on the inside, keeps visitors from the office-work area. Walls are painted a restful light green and the large picture windows are hung with beige draw draperies.

What kind of equipment is found in a parish office? There is a large typewriter desk and long worktable in the center of the room, both finished in mahogany with tapered modern legs. Around the room there is a four-drawer steel file cabinet, a cabinet of flip cards containing parish records, a small manual adding machine, spirit duplicator, Addressograph machine with a desk-like arrangement of plate drawers, a spare typewriter on a portable typing table, and three comfortable office chairs. There is an envelope opener, hand-operated. On the desk are two telephones, one for outside calls; the other is an intercommunication system.

The main work of the office is to keep accurate records of church membership and finances, including mass stipends. A major project is the annual parish report which lists the total annual contributions of each parishioner. Sometimes a part-time typist is employed to prepare this report for the printer. The school nuns handle the Sunday collections, counting it and sorting and wrapping coins by machine. The empty envelopes are then turned over to Miss Lukowitz who enters the amount in a large ring binder on cards filed according to each parishioner's envelope number. The weekly parish bulletin is printed by a local printing firm and a letter service does most form letters, special announcement flyers, etc.



A long worktable in the center of the office is a good place to record the Sunday collection on cards filed according to member's envelope number. Below, a new member is registered and presented with a small parish handbook. Door at right leads to private visiting room.



Negative Ions REFRESH Stale Air

... and they may make you feel better!

● IN MANY Catholic churches, bad, stale air is the first — and a most unpleasant — impression to greet the Mass-goer. Particularly is this true on Sunday mornings after several, well attended, but closely spaced masses. For the past two and a half years, St. Frederick's parish, Cudahy, Wis., has experimented successfully with a negative ion process for purifying the air in its church and school.

Father George N. Orth, pastor, explains how negative ion machines made by the Vita-Aire Process Co., Milwaukee 12, Wis., were used in his parish. "We first used these machines in our basement church which was the first stage of construction of the new St. Frederick's. Despite the installation of six fresh air vents and a large exhaust unit, we were unable to rid the church of mustiness and an uncomfortable odor that would build up on Sunday mornings after six Masses. The machines made the church smell fresh and clean.

"We also experimented with the negative ion machines in one of the most crowded classrooms. This classroom, originally designed for 40 children, but actually accommodating 68, was particularly stuffy. Because the air was very stale, the children became drowsy and inattentive very early in the day. The machines we tested in this room completely refreshed the students. But more important, was that there was greatly reduced absenteeism due to colds. This asset particularly impressed

us when a flu epidemic struck every classroom except the one ionized room where there was not a single absence due to flu.

"Although we have tried other devices for purifying the air in our church and school, none achieved the fine results as the negative ion process. On the basis of these fine results, St. Frederick's made the decision to completely ionize its church and school."

Solves Problem Air Conditions

Other institutions report that negative ions have successfully solved various problem air conditions in poorly ventilated areas. Here are some examples: A monastery eliminated odors from a fruit cellar located beneath its chapel. As a side effect, one of the priests in the monastery reported great relief from the discomforts of hay fever and asthma. An orphanage used negative ions to retard the formation of mold on cooled walls and stored food in a walk-in freezer. A machine was installed to combat odors in a home for the aged. A large Catholic high school used negative ions to purify the air in a compact room where perspiration-soaked athletic equipment was stored. A sister superior at a home for boys credits negative ions with ending a ringworm infection that spread through the home.

What Are Negative Ions?

Just what are these negative ions? How do they work? Do they have any

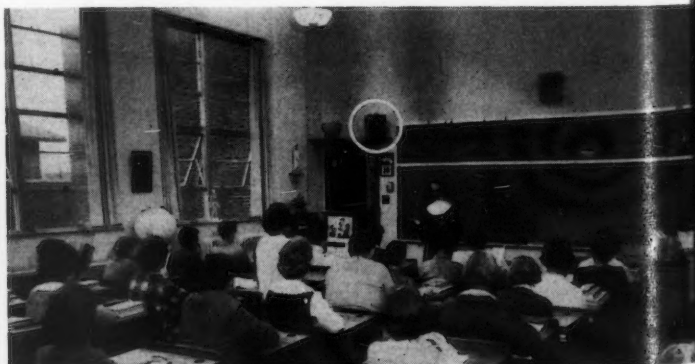
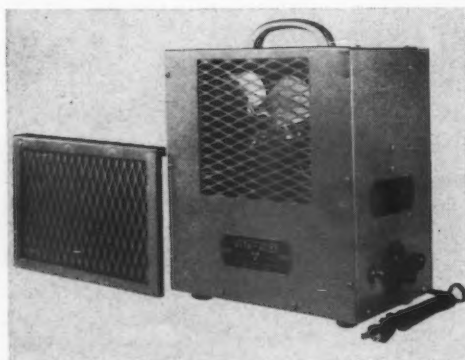
therapeutic value? How expensive are the machines?

Scientists agree that the air around us is filled with particles electrically charged either negatively or positively. Generally speaking, negatively charged air has an exhilarating effect like the atmosphere of a crisp fall day. On the other hand, positively charged air is heavy and depressing, often characterized by hot, dry seasonal winds and low barometric pressure. In this atmosphere, many people feel depressed and, ill-tempered; asthmatics and the aged suffer from respiratory difficulties, and the suicide rate climbs. Scientific researchers believe that by controlling the electrical charges in the air we breathe, our moods, energy, and health can be improved.¹

Medical researchers are still studying the effects of negative ions. As far as is known, negative ions do not cure anything, but they do afford some people relief as long as they are inhaled.

Small machines, such as those used in St. Frederick's parish, suck in the air of a room, pass it across an ultra violet field where it picks up millions of negative ions, and then recirculates ionized air through the room by means of a small fan. These machines range in size, capacity and price, from one the size of a breadbox that will ionize the air in a large classroom, up to console-size cabinets for large industrial areas. Sometimes one machine can be installed in existing ductwork to ionize air in several rooms. The size and number of machines needed in a church, for example, depends upon the architecture: height of ceiling, cubic footage, if there are side chapels, etc.

¹ "Ions Can Do Strange Things to You," by Robert O'Brien, condensed from *The Rotarian*, in *The Reader's Digest*, October, 1960, pp. 92-94.



A small machine that generates negative ions can be plugged into any electrical outlet. Unobtrusive in a classroom, this machine, which is priced at under \$200, will purify and refresh stale air, keeping pupils alert and attentive.

Laundry Equipment Available Free

Or at very low cost to schools
with home economics departments

By Max Fuller

Director, Field Education, The Maytag Co.

● A RECENT survey by the American Home Laundry Manufacturer's Association reveals that all types of laundry equipment are available to public and private schools through special programs developed by 11 major manufacturers of laundry appliances. All these plans offer special discounts when the appliances are to be used for instructional purposes. Moreover in at least 129 areas of the country, there are public utilities that will furnish the school with laundry appliances at no cost to the school, or at special prices.

Because the plans differ in details, school authorities should ascertain just what is included in the purchase: the installation, replacement of equipment, warranty, service, training aids, etc. With some seven million young women enrolled in home economic classes throughout the nation, the AHLMA has suggested that lesson plans and other teaching aids be included in the manufacturer's program. Schools interested in making use of one of the many school plans available should contact their local appliance dealers. If the local dealer cannot handle the requests directly, he will refer school officials to the proper sources.

The appliances available under these plans include automatic washers, gas and electric automatic dryers, wringer washers, combination washer-dryers, and ironers. All these plans are operated by the parent company; distributors and dealers do not have separate plans of their own, although they will put the school in touch with the proper authorities. The plans are restricted to use in classrooms, laboratories, or, in the case of colleges, home management houses. No manufacturer offers the advantages of the school plan to any institution wishing to use the appliances for cafeterias, gymnasiums, swimming pools, dormitories, or other housing units for students or faculty. In short, the plan is restricted to instructional purposes.

Details of the plans vary with the manufacturers. Some plans include provision for regular replacement of laundry appliances at no further cost to the educational institution; some limit the replacement clause to a period of five years. One specifies annual replacement; another 18 months, and others when new models are introduced. All manufacturers include the cost of delivery and service in their quoted school price; some do not include installation. In all

cases, the school must provide the various utilities (hot and cold water, electricity, drain, gas and other connections) to the point of installation. Service agreements vary with the manufacturer.

The AHIMA survey of 239 public utilities, representing both gas and electric, in all parts of the United States, revealed that 129 utilities place laundry equipment in schools. Of this number, 68 make equipment available on a gift consignment basis and 32 on a regular cost basis. Almost all include some type of replacement program varying from six months to six years, as well as service and maintenance as needed. Both the manufacturers and the utilities feel that these school plans are an effective means of training future homemakers to use laundry equipment. Laundering clothes is an important task in today's home as evidenced by the fact that nearly 46 million washers and dryers have been sold in this country in the past decade.

BUY DRUGS BY CHEMICAL, NOT BRAND, NAMES

Several states which operate hospitals, clinics, and institutions have found that they can save thousands of dollars each year by purchasing drugs by generic (chemical) names instead of highly advertised brand names. Savings are also possible by consolidating orders from various institutions.

The State of New Jersey estimates it will save \$50,000 a year by purchasing drugs under the generic name. According to Charles F. Sullivan, State Director of the Division of Purchase and Property, the method will "increase economy and efficiency without compromising any professional drug or service standards. The State will purchase the best drugs available for its agencies at the lowest possible prices." The State expects to save \$25,916 on general bid lists of competitive items; \$11,775 on drugs made by only one manufacturer by combining the needs of all institutions. The balance is attributed to the consolidation of biologicals.

HOTELS SPECIFY ACRILAN BLANKETS

Blankets of 100 per cent Acrilan acrylic fiber have been officially approved for use in the 54 Sheraton Hotels in Canada and the United States. According to the purchasing agent for the Sheraton Hotels, the blankets were accepted after actual use tests in one hotel and they were preferred for their machine washability and the lightweight warmth which they afford.

NEW LAUNDRY EQUIPMENT — BOTH COIN OPERATED



Newly developed dry-cleaning machines that operate on a coin-mechanism similar to commercial laundry equipment are now on the market from several manufacturers. This RCA Whirlpool model pictured will dry clean eight pounds of clothes within 50 minutes at a cost of \$1.50. Considerable savings in dry cleaning costs are possible.



Commercial washers and dryers with built-in coin mechanisms have been developed by the Maytag Co., to provide easy operation and trouble-free service. Installation is recommended in dormitories, nursing homes and other institutions. Machines may be bought outright by the institution or leased from coin route operators.

CARBON COPIES OF ORDERS ARE REPORTS TO DEPARTMENTS

Carbon copies of purchase orders serve as reports to other departments that materials and supplies have been ordered. Here is how they may be used:

A carbon copy of the purchase order serves as a receiving copy, advising the receiving department that they may expect a shipment of certain items and indicates to them the disposition to be made upon receipt.

Another carbon copy of the purchase order advised the requisitioning department that what they require has been put on order.

A third carbon returned from the receiving department informs the purchasing department that deliveries have been received and that the material has been properly disposed of and, further, indicates that payment may be made.

LOWER INSURANCE RATE ON COMPACT CARS

More and more city governments are specifying compact cars for their fleets of government-owned automobiles and squad cars. Initial costs are about the same as the low-priced standard size models, but gasoline operating costs are cut by an estimated 25 per cent. Moreover, in almost all states, insurance companies offer a discount of at least 10 per cent on insurance rates for U. S. built compact cars and small foreign models, not including sports cars. Check with your insurance agent; some companies quote discounts on both liability and collision insurance.

PARISH CREDIT UNIONS

There are now 856 Catholic parish credit unions in the United States, according to the Credit Union National Association. Canada has 322 Catholic parish credit unions and there are another 85 located throughout the rest of the world.

Each credit union is set up to serve parishioners by encouraging them to save



The ideal classroom of today should be flexible to capitalize on teaching skills and provide learning advantages. The School Equipment division of Brunswick Corp., created the room above to demonstrate a homelike atmosphere, physically and psychologically conducive to learning. It features carpeting, ceiling lighting, movable furniture, such as the swinging space divider. It can serve any grade or subject with a minimum interchange of equipment.

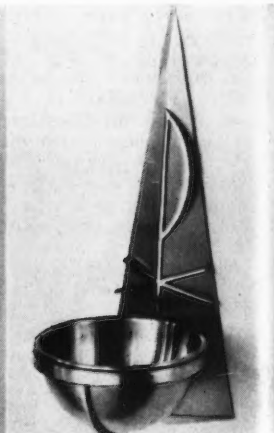
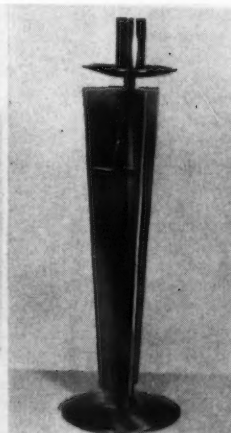
regularly and by making available to them loans at a low interest rate. By law this rate cannot be more than one per cent per month on the unpaid balance. Many of the credit unions also provide loan protection at not cost to members, which pays off an insured borrower's loan in case of death or disability and life insurance in proportion to savings.

Parishioners own and operate their own credit unions, setting the policies and electing officers and committees as needed. Responsibilities entail handling all deposits and loan applications, bookkeeping, and preparing statistical and financial reports. All serve as volunteers, except the treasurer who may be paid because the burden of the work falls on him.

LONG-LIFE BULBS PROVE MORE EXPENSIVE TO OPERATE

A cost comparison between using 145-watt long-life (10,000 hour) lamps with a 100-watt standard (750 hour) General Electric 100AX lamp reveals that the long-life lamp cost \$7.88 more to use than the standard lamp and produced no more light.

The study of operating costs was reported in the *Bureau Research News*, official publication of the Hospital Bureau, Inc., New York 19, N. Y. Operating costs for 10,000 hours was \$37.75 for the long-life bulb compared to \$29.87 for the standard lamp. Costs computed kilowatt hours, cost of bulb, and labor to replace burned out lamps.



A European-trained craftsman, Ludwig Steiner combines his skill with a new aluminum alloy, Adaptaloy developed by the American Smelting and Refining Co., to produce fine liturgical pieces and delicate bas reliefs. Original designs by Columbian Metal Art Works, Inc., Guttenburg, N. J., are made up in wood or plaster patterns; then Steiner makes a brass template from which all subsequent casts are molded. The castings need only a light buffing to have a fine smooth finish resembling silver.

Specify a Custom Look to Locker Installations

By C. D. Cannon

Manager, Engineering Services

Penco Division, Alan Wood Steel Co., Oaks, Pa.

● LOCKERS are more than vertical boxes with doors. Custom installations can improve the appearance, sanitation, ventilation, employee morale, as well as protect property in gymnasium locker rooms, corridor installations in schools, hospitals and institutions. Essentially lockers are made by assembling a number of basic components. By carefully selecting these standard components, you can achieve the benefits of a custom installation. Consider these ten suggestions:

Sloping tops should be specified where locker room appearance is important. Sloping at an angle of about 30 degrees, these tops help prevent the accumulation of dust and debris common to flat-top lockers. Better housekeeping is possible since they do not serve as catch-alls for an assortment of misplaced items.

Closed base gives the locker installation a smart, flush-front look by adding a steel base closure to cover the open space beneath lockers. It eliminates this dirt-catching area.

Raised concrete base is recommended in locker rooms where floors are mopped or hosed. Mounted on a concrete base, instead of standard steel legs, lockers are protected from moisture and dirt, have a neater appearance, plus added stability and rigidity.

Steel filler panels finished to match the lockers can be used to fill openings around building columns and other obstructions. They add orderliness and beauty to rows of locker installations and improve housekeeping.

Recess trim fills in the gaps along the top and ends between a recess opening and the lockers. If left uncovered, this gap makes the installation unattractive and hard to clean. The gap is usually covered with strips of molding trim, held in place by clips attached to the tops of lockers.

Additional louvers may be needed if standard lockers do not provide adequate air circulation to keep clothing dry and fresh. These louvers, extending the full length of the door, are recommended for storage of athletic and work clothes.

Metal mesh doors serve a similar purpose by admitting a maximum amount of air and light to keep contents dry and fresh. An added advantage is that they permit easy inspection without opening and unlocking doors.

Ventilating perforations provide air circulation in lockers that are not recessed. The perforations usually consist of $\frac{1}{2}$ in. dia. holes, spaced one inch apart, center to center, and grouped in rectangular units of about 42 holes each.



Top: Note ventilated lockers with sloping tops.
Bottom: A built-in locker unit.

Vertical partitions, extending full length from the back almost to the door, are often called "dual lockers." Recommended for storage of athletic or work clothes, the partition separates them from street wear and prevents clean clothes from becoming soiled from contact with dirtier ones. These partitioned lockers can improve employee morale.

Locks provide protection and control over locker contents. Select them to meet your particular requirements, but for both improved appearance and convenience, standardize on one kind of locks. Most standard locker doors are equipped with handles into which padlocks can be inserted. Manufacturers also supply built-in combination or key operated locks, master keyed so they can be opened for inspection by authorized personnel. Flat-key locks, of the master-key type, can be recessed into the door to provide a flush surface. Some lockers are equipped with flush automatic locks that take the place of handles. Master-keyed locks should be selected if there is a need to limit or control the nature or type of items that are kept in lockers. The system also solves the problem of lost and misplaced locks.

SECOND GRADE MAPLE FLOORING IS FIRST CLASS FOR SCHOOLS

In cost-conscious times, more architects are specifying third and second grade Northern hard maple flooring for gymnasiums, classrooms and multipurpose rooms and shops. They have found that second grade flooring, which costs much less than first grade, can be laid in the finest school projects without the slightest sacrifice of utility and endurance. The second grade of Northern hard maple provides a light-toned floor with interesting grain patterns not found in first grade.

According to the Maple Flooring Manu-

facturers Association, basketball coaches and athletic directors endorse the second grade Northern maple for its durability, appearance, resiliency and wear, and because it contrasts well with court markings. Northern maple comes in standard lengths in all widths, bundled two foot and longer as the stock will produce. The Northern designation refers to hard maple lumber (*Acer saccharum*) produced from trees grown north of the Ohio River, kiln dried and precision machined. Major mills are located in Michigan, Wisconsin, New

York and Pennsylvania.

Third grade Northern maple flooring, while more thrifty, differs very slightly in its service characteristics from the two higher grades. Often it is more beautiful when laid than the higher priced grades because of its characteristic grain and markings. This grade is recommended for the modern home or rectory, in bedrooms, dens, recreation rooms, also for school workshops and public housing projects.

Descriptive literature, including a full-color folder that shows the comparative grades of Northern hard maple flooring, is available without charge from the Maple Flooring Manufacturers Association, 35 E. Wacker Dr., Chicago 1, Ill.

This polishing pad for buffing the floor is held in place by the floor machine brush.



Minnesota Mining and Mfg. Co.

By Dave E. Smalley

Technical Editor, *Better Building Maintenance*

Suggestions on Buying Floor Machines

● WHEREVER larger floor areas are involved, the electrically operated floor machine has become indispensable maintenance equipment. Designed for polishing, scrubbing, scouring, and even light sanding, it serves practically every duty necessary in the care of all kinds of floors. Most larger schools already have floor machines, but a reappraisal of these machines, which through familiarity have become commonplace and their use a matter of routine, is still good business.

Basically most floor machines operate on the same principle and perform the same functions. The purpose of all machines is to polish and clean floors; the differences between various machines is confined to structural phases.

The polishing process consists of buffing to create heat for polishing (especially waxes), while the cleaning action is to create abrasion for loosening adhering accumulations. . . . Wet mopping, while essential in many cases, is inadequate for the thorough cleaning of floors.

Scrubbing Floors

To scrub a floor, a regular scrubbing brush is attached to the machine. These brushes are usually of palmetto or bassine bristles, although the more expensive nylon is considered best. There are special fittings to convert a polish-

ing machine into a scrubber. . . . For all floors, except terrazzo and marble, a pad of steel wool under the scrub brush will remove stubborn stains and accumulations. Except where accumulations are heavy, No. 1 steel wool is suitable; No. 2 may be used where necessary. For cleaning terrazzo or marble, the new silicone-carbide-treated nylon pads are used under the brush, or a good abrasive powder sprinkled on the wet floor.

The conventional scrubbing machine does not pick up the dirty solution. This is best done with an industrial vacuum cleaner with which another operator follows closely. Or a floor squeegee and "pick-up pan" may be used. . . . There is a large, tank-type machine which feeds the cleaning solution to the floor and picks up the dirty solution in one operation, but it is designed more for large, unobstructed areas. In a long corridor, for instance, the use of this machine is very practical. It is much faster than a conventional floor scrubber.

Waxing Floors

Where floors are waxed, scrubbing should be needed less often, but daily buffing with the polishing brush will remove scuffs of traffic, "dry clean" the floor, and restore the polished look. In stripping a waxed floor, the old

wax can be removed successfully only with a floor machine. First, a wax stripper is applied to the floor, allowed to set a few minutes to soften the hard old coating; then it is scoured with a No. 2 steel wool (or abradant pan) under the scrub brush before new wax is applied.

If the floor is to be repainted or resealed, a better bond will be effected by first scarifying the old coat with a No. 3 steel wool or abradant pad or with a steel-wire brush under the floor machine. Light sanding can be done with a floor machine by attaching a sanding disk in place of the brush.

Types of Floor Machines

The Federal Government has divided disk-type floor machines into two general classifications: the *concentrated weight* type by which the transporting wheels are raised above the floor so that, in operation, the entire weight of the machine rests on the brush; and the *divided weight* type in which the wheels, in operation, remain in contact with floor and help support the machine's weight. Both are adaptable for either polishing or scrubbing, but each has special advantages.

A floor-polishing machine and a scrubbing machine may be identical, the difference simply being a matter of adaptation. All that is needed to scrub

with a floor-polishing machine is to replace the soft tampico or nylon polishing brush with a stiff scrubbing brush. To complete a scrubbing machine, a solution tank is attached to the handle or motor of a floor machine. The cleaning solution is fed from the tank and its flow is controlled by a lever near the handle bar.

The more popular type of concentrated-weight machine is fitted with a single round brush, and by raising and lowering the handle, is self-propelled laterally. This is less tiring to the operator, but it does require a degree of handling skill.

Dual- or multiple-brush concentrated-weight machines are easily controlled since the brushes revolve in opposite directions. These machines are not self-propelling, but may be moved manually from side to side.

Divided-Weight Machine

Because this type of floor machine rests partly on the wheels, located at the back, it is easily controlled. Any novice can use it without practice. It cannot be swung from side to side, but must be pushed and pulled forward and back. It may be fitted with a single brush, two or several brushes. Because the motor can be set back over the wheels, about half or more of the brush housing is cleared to permit use under low furniture.

Large Tank Machines

Designed for bigger jobs, the large tank machine is primarily used for buffing and scrubbing. Its large tank, supported by wheels, is made into two compartments for cleaning solution and for dirty "pick-up." The latter is accomplished by a large built-in squeegee and suction device.

While most of these tank-type scrubbers are electrically driven by a rubber-covered cable powered by house current, there are also battery-driven machines that operate about four hours continuously without recharging. A smaller tank machine, operated from house current, is now available, serving the same purposes as the larger machine, but on a more limited scale.

Buying Floor Machines

No two makes of floor machines are exactly alike. At present it would be unfair to say that any one machine or type of machines is better than other standard makes. Most disk manufacturers belong to The Floor and Vacuum Machinery Manufacturers' Association which abides by a set of stand-

ards and ethics approved and supported by the Federal Government. The claims of a machine bearing the Association label may usually be accepted as reliable.

Besides the chief differences already described, the following less important factors may aid a prospective purchaser in deciding which to buy.

Speed and Weight

Probably the most important features of a floor machine are the weight of the machine on the brush and the speed of the brush. As said before, the primary purpose of any floor machine is to create friction, heat for polishing and abrasion for scouring. To create friction on the floor there must be either pressure or speed. A machine revolving at 160 r.p.m. must weigh about a third more than one revolving at 180 r.p.m. to give comparable results. Generally this means that the brush of a divided-weight machine should revolve faster than the same size brush on a concentrated-weight machine.

This fact may indicate that a floor machine which is lighter and faster has an advantage over a heavier, slower one which might be less maneuverable. Except when necessary to lift a machine off the floor, a heavy standard floor machine is about as easy to maneuver as a light one. While a fast machine is good for polishing, it is often less so for scrubbing since it tends to throw the cleaning solution. To meet both requirements, a machine is being marketed now with two speeds, a lever changing from one to the other.

There are also floor machines adapted for reversing the revolution of the brush, the idea being to prevent the eventual flattening of the bristles in one direction. However, on a self-propelling, single-brush, concentrated-weight machine, a reversal of the brush can be very confusing, as turning the steering wheel of your car to the left when you expect to turn right.

The Motor

All standard machines have good motors, the efficiency differences being just a matter of horsepower. The following scale of motor horsepower is based on the diameter of the brushes:

- 10- to 12-in. machines—1/8 to 1/3 h.p.
- 13- to 14-in. machines—1/4 to 1/2 h.p.
- 15- to 16-in. machines—1/2 to 1 h.p.
- 18- to 19-in. machines—3/4 to 1 1/2 h.p.
- 20- to 22-in. machines—1 to 1 1/2 h.p.
- large tank machines—up to 9 or 10 h.p.

For years the most popular size in floor machines has been the 15- or 16-in. size, but the next size larger (18

or 19-in.) is beginning to prevail. The following scale may be helpful in choosing a floor machine for particular requirements:

Floor space	Size of machine
2500 sq. ft.	12 in.
2500 to 5000 sq. ft.	14 in.
5000 to 10,000 sq. ft.	16 in.
10,000 sq. ft. and over	19 or 22 in.

These measurements are not necessarily standard since some manufacturers vary slightly in their designation, and a double-brush machine may use two 8-in. brushes, revolving side by side to give the equivalent of a 16-in. brush spread.

A few floor machines still install the motor horizontally on the brush housing. Originally this was done to lower the height of the machine and promote better balance and quieter operation. In recent years, however, short motors, especially designed for floor machines provide an over-all height no greater than the horizontal type, and are also quiet and well balanced.

There are *capacitor* and *induction-repulsion* type motors, both terms relating to the starting device. Authorities seem to be pretty well divided as to the merits of the two principles. Most floor machines have a convenient switch on or near the handle bars. In single-brush, concentrated-weight machines, however, the switch is operated by a lever attached to the handle bar so that the operator must hold it closed for the machine to function. When his grip is released, the switch automatically opens and stops the machine. This is a safety factor for easier control of the self-propelling machine.

While the wheels or casters of the divided-weight machine are in permanently fixed position, the wheels at the back of the concentrated-weight machine are made to be raised and held off the floor during operation. In some cases, the wheel assembly must be raised with the foot, while others are fitted with a spring that pulls up the wheel assembly when the back of the machine is lifted. The latter feature is a convenience, but the wheels will also spring up if the machine is unintentionally tilted.

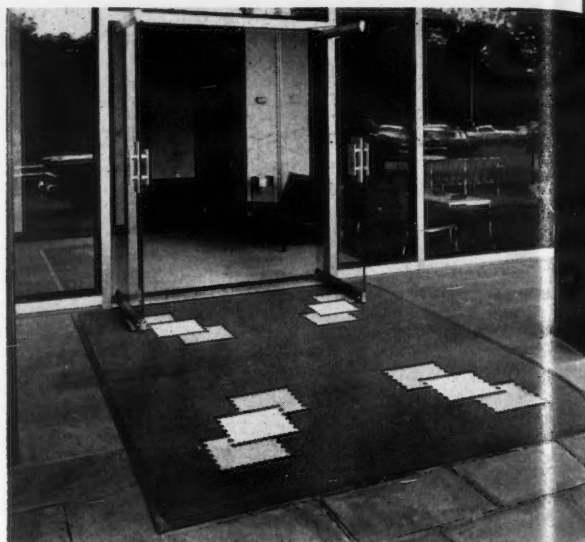
Adjustable handles on some machines are designed for both tall and short operators. Some machines have double handles for easier steering. The drum-type floor machine is another design which utilizes a cylinder brush revolving like the drum of a drum sander. This machine also sands and steel wools, but operates only forward and backward.

Before you buy floor mats,
know their kinds, uses and care

Floor Matting:

ITS SELECTION AND CARE

By Dave E. Smalley



American Mat Corp.

● FLOOR MATS serve a number of essential needs: they protect floors, cut down on floor maintenance, promote safety, deaden traffic noise, and lessen foot fatigue. There are at least 50 different kinds of mats on the market, many of them designed for special purposes. Rubber dominates the structure of floor mats, although mats are also made of fiber, vinyl, neoprene, nylon in combination with rubber; all-metal, including aluminum; and wood.

Rubber matting may be of corrugated, perforated, or link types. Corrugated mats seem to be most popular because they serve extensive needs. Long rubber runners from an entrance protect the floor against soil and abrasion of traffic and reduce traffic noise. Rubber runners with lengthwise corrugations are easier to sweep, but a cross-rib design gives better traction, particularly on a ramp. It also provides somewhat better squeegee action against wet or soiled shoe soles. Rubber shadow mats have blocks of corrugation set at right angles to each other. These shadow mats serve similar purposes as the runners, yet are more ornamental and also somewhat more difficult to sweep.

Perforated rubber matting, also frequently corrugated, serves the dual purpose of ventilating the floor and trapping dust and small litter that can be readily picked up by a vacuum cleaner. In selecting perforated matting, keep in mind the current vogue of very small heels, which can catch so easily in one of the perforations.

Neoprene mats are particularly adaptable for locations where oil or grease are used. Oil and grease are detrimental to rubber, but not to neoprene. The higher cost of neoprene mats is seldom justified if oil and grease present no problems.

Link Mats

Link rubber mats (also constructed of vinyl, neoprene, etc.) are generally used at entrances or as fatigue mats.

Several kinds are available for various purposes. A purely utilitarian type is made from uniform pieces of old automobile tires. The small sections of rubber, still reinforced with the tough original tire fabric, are placed on edge and bound together by strong steel wire. These mats are relatively inexpensive, yet most effective, particularly at an entrance where they serve as squeegees for dirty shoes. In most cases, they are not provided with "nosings" or beveling to protect against stumbling over them, so be sure to use them in a well-lighted place or at one side of an entrance.

Link mats can be very decorative, of different colors and designs, and provided with nosings. Sometimes inch-thick link mats are used as runners across a floor; since they are not provided with nosings along the sides, they are more easily tripped over than the thinner corrugated runner. However, the ornamental link mats add much to the decor of a room.

Fiber mats are usually used outside an entrance. Made of coarse, resilient cocoa fibers woven into compact heavy pads, the fiber ends brush the shoe soles. Plain fiber mats are not attractive, although when made into designs, such as an emblem, they can be ornamental. Braided fiber mats can be reversed for use on either side, but are less effective as shoe cleaners. Because of their thickness, place in well-lighted areas. The wood link mats, made of strips of hardwood in the form of a grating, are for use in wet areas, such as laundries and kitchens.

Care of Mats

Corrugated mats, of rubber or other material, are easiest cleaned by regular wet mopping. Sweep as needed or clean with vacuum cleaner to remove dust and small litter. The shadow rugs are hard to sweep, but they may be cleaned by a solution of one cup of TSP granules to three gallons of water. Dip

long-handled scrubbing brush or stiff broom into the solution and scrub the surface briskly. Loosened dirt can be flushed off with clear water from another pail or hose. When the mat has dried, the final beauty treatment is a quart of good liquid (water) wax added to a quart of warm water. Brush on with clean corn broom to give mat a glossy protective coating. Be sure the mat is dry before it is put into service.

Soaps are not recommended for cleaning mats, but synthetic detergents are. As indicated above, oils and greases are detrimental to rubber, so do not use oily sweeping compounds or oil-treated dust mops on rubber mats. Link mats should be first vacuum cleaned, then wet mop the surface. They can be taken up and washed with a hose if this is practicable; or wash them on the floor, roll them up, and mop the floor beneath. Clean fiber mats with a vacuum cleaner or by turning them upside down and beating them. If stained they can be scrubbed with a stiff brush and rinsed.

Do not allow moisture to remain under any kind of mat, especially those without ventilating perforations. Sustained moisture under a mat might stain the floor. In the case of perforated mats, a vacuum cleaner will draw out the moisture in most cases. Where possible, mats taken to a basement or out of doors may be best cleaned with a hose. However, never drag long rubber runners in removing them since they will stretch out of shape and not lay flat. Runners should be rolled up.

The all-metal mats of interwoven steel wire are literally self-cleaning. Dirt scraped from shoes drops through the meshes to the floor below where it can be easily swept after removing the mat.

In time, floor mats wear out. If corrugations are worn off, a new mat may be called for. But if the mat just becomes faded or gray, as some black rubber mats do, they can be painted successfully with a special mat paint.

An industrial supply expert gives some pointers on

Purchasing Custodial Supplies

By J. Robert Vonachen

*President, Vonachen Industrial Supply Co.,
Peoria, Joliet, and Rock Island, Ill.*

As interviewed by Brother Leo V. Ryan, C.S.V.

What types of products does an industrial supply company sell?

An industrial supply company may also be called a janitor supply house. We sell a combination of industrial maintenance chemicals and maintenance cleaning equipment. Maintenance chemicals consist of building maintenance materials: floor seals, insecticides, waxes, soaps, detergents of all types; disinfectants, surgical soaps, hand soaps (powder and liquid), wall washing compounds, steam cleaners, dish and glass washing compounds. Maintenance cleaning equipment includes: ladders; receptacles; janitor, linen, and maid's carts; soap dispensers; paper dispensers; mopping equipment; and insecticide machines. Major cleaning equipment consists of industrial vacuums and vacuum systems for institutions, single-disk scrubbing and buffing machines, sanders, automatic scrubbing machines and sweepers.

Most purchasing agents see a constant stream of salesmen from industrial houses, all selling apparently similar products with good names and reputation. How should one judge from which company or salesman to purchase?

The leading industrial supply houses offer franchised products with national reputations. Such a supply house has earned the right to represent leading products on an exclusive basis. Basically these factors should be evaluated when considering doing business with a company or salesman:

1. Ability and willingness to service equipment.
2. Good local reputation for reliability.
3. New products and new approaches to meeting the traditional problems of plant maintenance.
4. Good packaging often indicates good quality. Consistency and qual-

ity in products are often reflected in packaging.

5. Originality in approaching maintenance problems is more important than novel sales approaches.

Is there such a thing as a basic stock of housekeeping materials or supplies that every parish, school, or institution should have on hand?

There is really no such thing as a basic stock for every situation, but there is a basic stock for each parish, school, or institution. Items to be included in an inventory depend on the amount of traffic and the type of facilities. Some items that would be included in the basic stock for a medium-sized high school would be: waxes; floor, window, and bowl cleaners, wet and dry mops; floor, wall, and window brushes; disinfectants.

What do you mean by a "maintenance program"?

A maintenance program is a scientific approach to your cleaning problems. Essentially a maintenance program is similar for a parish, school, or an institution, but the approach will vary with the size of the floor area.

What do you recommend for a small church, school, or hospital?

If your floor areas are limited, a cleaning service will take over the complete maintenance responsibilities for a small monthly fee. First, a trained representative usually will make a complete survey of the premises, carefully inspecting every individual floor area. Then you will receive a written report recommending a sound maintenance program for each area. Then, if you accept the program, trained custodians will do the actual work at the stated intervals. Using only the best materials and newest, most efficient equipment, factory-trained men will keep your floors in the best possible condition at

all times. Work is done after operating hours.

This service relieves you of all floor maintenance worries and does away with the necessity of investing in equipment or materials. And, because the men are specialists, the work is done better and faster than by any other method. This is actually a less expensive way for many institutions to keep their floors in top condition.

How might you handle a maintenance program for a large institution?

For institutions with large floor areas, there is basically an advisory and training service. Representatives make a complete survey of every floor area in the institution. Specific recommendations for proper maintenance are presented in a written report. The report includes scale diagrams of each floor area, a description of the condition of the floor, and a yearly program of maintenance procedures, including frequency of treatments, the exact type materials, and step-by-step instructions explaining exactly how the various materials should be applied.

After preparing such a report, representatives will visit a parish, school, or other institution and train custodians in the proper methods of material application for each floor area, showing them exactly how to do each job with the least amount of labor and material.

This service often results in tremendous savings, indeed savings of 40 per cent are not at all uncommon.

Are these services generally available in most communities?

Yes, both services are usually readily available. The advisory service is provided by the suppliers without cost. The presumption being that you will give the vendor an opportunity to sell the materials. The complete maintenance service whereby your premises are completely cleaned on a contract

basis is offered by contract cleaning establishments. I might add that many janitor supply houses have established a division to do this sort of thing.

The frequency of the cleanings depends upon the needs of the premises. It may be weekly, daily, or biweekly. The cost varies greatly and depends upon such things as how congested the area is, how dirty it gets, what has to be done, etc. The price is usually quoted on a per square foot basis and may vary from one to 15 cents per sq. ft.

Are there ways to insure that the product purchased is what the salesman really claims it to be?

Most reputable supply houses will back their merchandise 100 per cent. This is an important reason for dealing with a reputable local vendor. He is readily available should any difficulty develop. Many times local institutions have called even during the night when some apparent problem has developed in the application of one of the products. This supplier-customer relationship can only develop with a firm that is as interested in giving service as it is in selling products.

Are there simple tests which any custodian can make to compare the claims for similar products?

Buy the product that has the guarantee. The proof of the pudding is in the eating.

There are so many floor cleaners or waxes on the market, how do I know which to purchase?

Well, price is certainly not always the important factor. Reputable firms sell reputable products. The difference among firms is often in the advice, assistance, and service they offer.

Could you suggest some criteria to be applied in the purchase of maintenance chemicals?

In the case of maintenance chemicals, it is difficult to say dogmatically, "Use these criteria in buying." Every floor is different either by its nature or as a result of the care it has had during its existence. The best approach to use is to let a representative look at your floor and suggest products. Then have him try these products in a sample area and compare the results with present or other potential products.

What criteria may be applied in the purchase of maintenance equipment?

In purchasing equipment the same method applies. Try it out. Here, too, an important question to ask is how much will it save in labor costs? In

determining labor savings make sure the estimate is based on tests made on your premises.

If you were going to purchase a single-disk scrubbing and polishing machine, the best procedure would be to let the person who is going to use it try out various models. Then investigate the guarantee, availability of service and parts, and then compare prices.

How can a buyer evaluate the installation of paper towel vs. cloth dispensers vs. electric hand driers?

Electric hand driers are always dependable, since you never run out of towels. The public like them least of any of the methods, but it is still the most reliable. Electric hand driers save on labor, eliminate fire hazards and waste.

Exclusive places where *traffic is not too heavy* use cloth towels because most people like them best. Towel service is very good, but in many places custodians cannot be putting in new towels every few hours. Cloth towels are the most expensive form of providing for public cleanliness.

Paper towels are somewhere in between in public acceptance, in servicing and materials cost. Many places have paper or cloth and also electric hand driers to handle peak loads and to make sure there is something available at all times for drying.

Who should really purchase house-keeping and maintenance items?

Larger institutions have central purchasing departments or purchasing agents. Usually it is best to let the people using janitor supplies buy them or at least recommend them. Close contact between the janitor and the salesman is most beneficial to the buyer because the salesman can tell the janitor how to use the materials, inform him of new methods or materials, and answer any questions and problems maintenance men may have. If a custodian doesn't like the product he's using, he will not do as good a job. There is a personnel and psychological factor here.

How often should general supplies be ordered?

It depends on size of institution and how much money they can afford to have invested. Thirty to 90 days is the normal supply.

What advantage is there in quantity buying?

Special discounts are important. Purchasers buying in quantity are in a

better bargaining position. There is a caution: only buy products in quantity when you are certain of them by quality.

Is a 55-gallon drum a better buy?

No. Not if a 55-gallon drum represents over a three to six months' supply.

How important are price differentials in the industrial supply field? On what are they often based?

Usually you have to depend upon reliability of the vender. Only 13 per cent of the maintenance dollar is spent on materials and equipment. Generally, the more expensive devices or products are labor saving. If a product is more expensive, look for its labor-saving factor; it may repay the additional cost many times through labor costs saved.

Are there special features to consider in purchasing mops, brooms, brushes?

It is hard to establish individual criteria. Some firms stock over 200 types of brushes, paint, floor, wall, window, and counter mops. Within each type there are various levels of qualities. Quality, economy, need, and performance are all factors to consider in buying maintenance supplies.

What kinds of maintenance equipment do most industrial supply companies sell?

Most companies only broker the essentials. For the best arrangement look for someone with a complete line and a dependable service department. It is best to buy from a firm with a reputation in the equipment field. These supply houses will maintain parts, provide service, and help keep equipment usable.

What about renting or leasing maintenance equipment?

Most industrial supply houses that sell equipment will also rent or lease equipment. In renting or leasing, the pastor, principal, or administrator would be relieved of a major capital outlay and the responsibility of maintaining the equipment is assumed by the leaser. It is good policy to rent or lease equipment that is used only one time or infrequently, such as heavy scaffolding, sanding machines, etc. It is usually cheaper to buy equipment used frequently.

Bathroom odors can be a problem in older buildings. Can these ordinarily be handled by a custodian or should a service be contracted for, or are both a necessity?

It is best to have a local janitor supply house set up a program whereby

Contracting for Repairs

By Raymond V. Selby

Business Manager, New Brunswick (N. J.) Board of Education

your own men maintain the program. Most odors are due to improper or infrequent cleanings. Weekly service is not often enough to keep a restroom clean; a daily cleaning is best. Your own custodians can fill odor dispensers and use disinfectants if necessary. Traffic really dictates the program to be put into practice.

When you call on a parish, school, or other institution how do you judge the quality of their daily housekeeping?

Here are the things I consider: (1) washroom cleanliness, (2) appearance of the floor, (3) corners, (4) baseboards (to look for any build-up of wax or dirt). In judging conditions one must always consider the help available to get the job done. Always attempt to check the methods custodians are using. Often custodians are self-trained and do their job improperly. A good vendor will take time to work with custodians if it is at all practical and see that the custodian is kept up to date with new approaches, new ideas, and new products.

What things should be considered in developing a good housekeeping and maintenance program?

Day-to-day quality control is important as is preventive maintenance. For example, there should be a set schedule as to when each cleaning and maintenance job is to be done. No administration should be content with crash programs; don't try to do everything at once. There is much more to a good sanitation program than appearance. Sanitation can be defined as control of infectious diseases. In other words a little thing like dust control is very important. Select cleaners with disinfecting properties. Trap as much dirt at the building entrance and through daily dusting as possible. Attention to little details, systematically approached, regularly handled by your own staff, and working with experienced custodial consultants and vendors who have a professional outlook—all add up to a good basic program for every church, school, or other institution.

AT YOUR FINGER TIPS —

There's a wealth of information on what to order, where to buy, and how much it will cost available right at your finger tips and as close as your telephone. Consult the classified telephone directory in your city. Usually local dealers can supply full information on their specialty product or service, as well as sound advice on your particular problem.

● **CONTRACTING** for repairs is by far the greatest problem in the maintenance field. Many architects will shy away from repairs, mainly due to the nature of the work which may more properly be assigned to a general contractor or special engineer. Much time, too, is consumed in all the necessary probing of work to be done. The time spent probing is costly and uncertain. In any major repair job, the unknown factors may become almost overwhelming. In many instances the more positive information you try to obtain, the greater the development of unknown possibilities. In most cases, providing the funds for the work to be undertaken creates great financial problems. And perhaps the biggest decision to be made in any type of repairs is where to start and where to stop.

Meaning of "Repair"

Hearing or reading the word "repair" tends to cause a mental block, especially if one is seeking funds for such an undertaking. There are many different versions as to the meaning of the word "repair." There should be a common meeting of minds early in the consideration of any type of repair work, so that all concerned will envision the same concept of the undertaking. Repair can mean the restoration of a building to a good, sound condition after removing the decay, break, or general deterioration. This kind of repair, without structural changes, brings the building back to its original condition. Examples would be a sandblasting or tuck-pointing job on a building, recalking windows, etc.

Others envision repairs as a general rehabilitation of the physical plant, correcting all deficiencies. Although the building may still be structurally sound, they envision a wholly modern construction with complete remodeling and alterations to the physical and mechanical plant.

Regardless of age, a well-built building—particularly one of fire-resistant

construction—will remain structurally sound for decades. Even though a building may be structurally sound, its usefulness, judged by modern standards, may be rapidly approaching obsolescence. Generally, major deficiencies in a building arise from constantly advancing standards and the usually small maintenance expenditures that have not been adequate to keep the building in pace with the times. These conditions are usually most apparent in the upkeep of the mechanical plant, i.e., the electrical, plumbing, heating, and ventilating facilities.

Let us classify repairs into two categories. First, those required to prevent further deterioration of buildings and to meet minimum standards of building use. Second, those that improve building by remodeling, rehabilitation, in an attempt to provide modern standards of proper service for the use of the building.

Who Is the Contractor?

Generally speaking, most Catholic parishes number all types of contractors among their membership. Often these contractors have been requested to donate their services for school and church affairs. It is only proper courtesy (good business and good public relations) to call on these same contractors when a payment will be made for the services they render. As members of the parish they have the good and interest of the parish at heart and will perform a top-notch job. In another sense their workmanship will be on display to all their fellow parishioners.

It is preferable to have this type of contractor do the work on a time and material basis. The parishioner contractor, more than likely, will be happy to serve the church and its institutions, and will invoice only the actual cost of the work. He could estimate the cost, but he should be allowed to work on a time and material basis. In the business world, "escalator clauses" in contracts

are not considered good business practice and firm price contracts are required.

It should be considered a "must" to have an architect and his staff review and plan any structural changes and any major general construction work. He should also supervise any major in-heating and ventilating, plumbing and stallations of the mechanical plant, i.e., sanitation, or any electrical work. The fees paid for an architect's service will be saved over and over again. One can be assured that this money invested in the project will be well spent. In repair work of a minor nature, the church member contractor should be most happy to advise.

Proper Specifications

In contracting work, serious consideration must be given to provide the contractor with proper information so he will be well informed as to the amount of work and quality of workmanship required. Specifications can spell out the type of work to be done, as well as the materials to be used and the extent of the work. A considerable amount of probing is required, much more than is necessary in contracting for new construction. Often what appears to be a minor job is really a major project, although this is not always apparent to the casual observer. Architects and contractors are well aware of the extra work involved in repair contracts. The American Institute of Architects recommends to its state chapters that members charge a fee of 6 per cent on new construction. It further suggests that its members increase their rates for major repairs or alterations by two thirds, for a total of 10 per cent.

Proper specifications must be prepared to provide the contractor with the necessary information pertaining to the work to be done. To prepare these specifications, the nature of the work to be undertaken must be made known. With this information available, preliminary probing must be undertaken to determine the extent of decay, deterioration, etc. Then when these conditions are known—and only then—can specifications be prepared.

Foresight is much harder to come by than hindsight. Although it takes knowledge, experience, and vision to foresee a new building or the dream on which specifications are based, it takes considerably more knowledge, experience, vision, and foresight to deal with the

known and unknown factors in repair and alteration work necessary for proper maintenance or capital improvements.

"No Funds Available"

In many cases, a major repair program is undertaken when ample funds are not available to construct a modern building. Depending upon conditions, great savings may be made by having these major repairs made, particularly if funds are limited.

When seeking approval for repair expenditures, it often helps if you can suggest how the necessary funds may be raised. Vast sums of money cannot properly be spent unless there is a visible improvement that looks as though it might cost the amount of money spent. Public relations becomes a major factor here, especially when the institution is operated in the public interest. A new paint job, new heating or

ventilating system, new lighting, remodeled lavatories—these are all visible projects that people are eager to approve. It is much more difficult to raise money for a new roof, for example. After all, a roof is out of sight and out of mind, and it only leaks when it rains. Few people are in the building when it rains, and the roof looks all right, so why spend all that money? Similar reasoning is applied to projects such as masonry restoration, waterproofing, insulation, etc.

Where to Start and Stop

The greatest decision to be made in repairs and alterations is just where to start and where to stop? Unfortunately, the answer is generally provided for us in the simple matter of dollars and cents. Available funds determine where the work must stop after repair work is underway.

LEAKY FAUCETS MEAN DOLLARS DOWN THE DRAIN CONSIDER NEW FAUCET; INSTALL QUALITY WASHERS

Water dripping from a leaky faucet represents dollars dripping down the drain. The cost of the water wasted is not the only consideration. Cost of fuel for heating hot water is substantial. Moreover, in many sections of the country where water contains sufficient iron particles, the continuous dripping can stain enameled fixtures.

How can you estimate the dollars wasted by a leaking faucet? Assume that a $\frac{1}{32}$ in. stream (a pinhole leak) will waste about 95,000 gallons of water per year.

At a rate of \$1.90 per thousand cubic feet, the wasted water is worth \$25. If hot water and coal is used as fuel (9789 pounds), fuel costs amount to \$89; oil would cost \$91; and gas (84,411 cu. ft.) about \$85 for one pinhole leak. These approximate figures are subject to variations in water and fuel costs, but they emphasize the substantial waste of money and water in the schools and institutions throughout the country.

Plugging the Leak

Most faucets close against pressure, and leaks may be repaired by replacing the washer. Replacing washers is an aggravating task, often compounded by the use of cheap washers found in inexpensive repair packages of assorted washers. Often these are of poor quality and require frequent replacement. It is economical to use high quality rubber or neoprene washers.

Several manufacturers are now producing faucets that close *with* the water pressure, instead of against the pressure as is most common. Alert building managers should consider installing this type of faucet when equipping new buildings or replacing obsolete fixtures.

James Neil Morris, consulting maintenance engineer, contends that the cold water faucet could well be eliminated in washroom areas where drinking water systems were located outside the washroom area. He reasons that the hot water delivered to a washroom is generally 140° F., too hot for comfortable handwashing. Unless the lavatory is equipped with a mixing faucet, an excessive amount of cold water is used to temper the hot water. The problem is further complicated by the fact that many maintenance men remove the stopper from older type lavatories to prevent accidental overflow. He recommends that water be delivered to the faucet at 100° F. and that cold water be shut off completely at the stop valve beneath the lavatory. The procedure would save substantial amounts of water and also fuel for heating it.

TIPS ON BUYING PAINT

Unless a window is more than 100 sq. ft. in size, don't deduct for it when calculating how much paint will be needed for a particular room. To find the requirements, multiply the height of each wall by its length, add the area of each wall for the total to be covered. Divide this by the coverage stated on the paint can label. On repaint jobs, the average gallon of quality paint will cover about 500 sq. ft.

When selecting paint colors for a decorating project, be sure to look at the samples in both daylight and under artificial illumination. The National Paint, Varnish & Lacquer Association, Inc., warns that colors often change under electric light, and especially under fluorescent lights.

Remodeling Keeps an Old Building Young

● A REMODELING project is always going on at Mercy High School, Milwaukee, Wis., to help keep this school for 670 girls safe, modern in appearance, and functional to meet the changing needs of an ever growing enrollment. When the building was erected 36 years ago, it was meant to accommodate 400 students. Next fall more than 700 girls will be enrolled.

In the past years, the exterior of the school has changed little: it's still a four-story red-brick building. But the trim and porches are kept painted; the shrubbery is always trimmed; and there's a new aluminum canopy and glass doors at the side entrance.

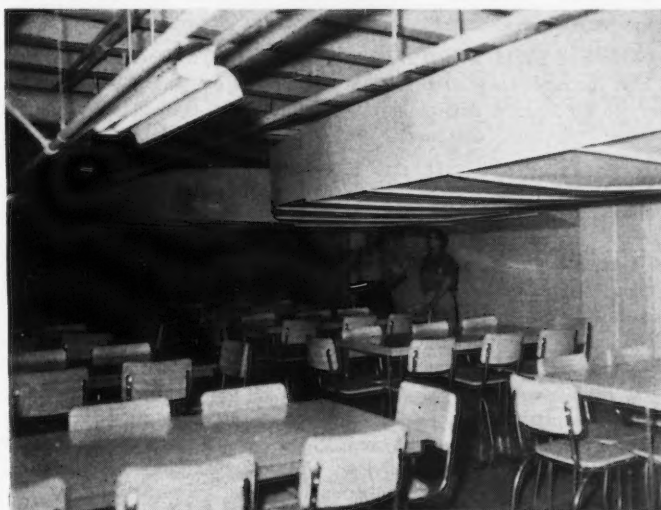
Inside, there have been many renovations. Within just the past few years, the library has been refurnished; new lights installed in the typing room; new refrigerator equipment in the kitchen; new flooring in the reception rooms; refinished vestibules; as well as repainting, elevator maintenance, and sewer cleaning as needed. The straw-boss of all these renovation projects is Sister Mary Ruth, R.S.M., who also serves as librarian and treasurer. She has become an authority on remodeling.

One of the largest projects undertaken was the removal of an obsolete duct ventilating system that had been installed when the school was built. Because of the increasing enrollment, the

basement had to be used for locker storage and for a dining-room study hall. One literally had to duck the ducting which offered clearance of less than five feet in some places and made ventilation and lighting difficult. Removal of the ducting not only netted the large, pleasant dining room-study hall pictured, but on the second floor it increased the space of a small closet used for storing audio-visual equipment

into a small study room for the school's six lay teachers.

In the dining room, an acoustical fiberglass ceiling board was used in a grid-type suspended-ceiling system. To provide maximum lighting for study use, four-tube recessed fluorescent fixtures were set into the suspended framework. Switches were so arranged that either two or four tubes of each fixture may be lighted.



BEFORE heavy, unused duct work was removed the basement cafeteria had a dangerously low ceiling and it was difficult to light.



Teachers' room on second floor was an added "bonus" of this extensive remodeling project.



AFTER duct work was removed, a new ceiling with recessed lighting was installed to make this pleasant dining room and study area at Mercy High.

How Can Vending Service Benefit Your Institutions?

By Herb A. Geiger

President, Geiger Automatic Sales Co., Milwaukee, Wis.

Senior Vice-President, National Automatic Merchandising Association

● EVER since World War II, Americans have become fascinated and familiar with automation devices as evidenced by television computers, jet planes, and various forms of labor-saving machinery. These have caught the public's attention because they are spectacular and unusual. But still another automation device has made tremendous strides in the past decade without really attracting much attention. Gradually, Americans have come to rely on the services of vending machines as readily as on the gas station, drugstore, or supermarket.

What started as a penny gum and candy business is today a major service industry, retailing some \$2.5 billion annually in a variety of goods and services, and utilizing more than four million automatic machines to serve the public. Because vending is primarily a local service enterprise, few people are aware that American vending or "automatic merchandising" began in 1886. This year the industry is celebrating its 75th anniversary of service to the public.

The vending industry has seen continuing growth and demand for its services within the past five years. The biggest reasons seem to be that more administrators are finding out the many things that vending machines can do for them. Another reason is that machine manufacturers are providing better and more versatile equipment. Also, those who own and operate machines are experimenting and learning many new ways to render better service to their customers.

Just what can the vending machine do for the Catholic institution? How can administrators take advantage of these cost- and labor-saving machines?

To the Catholic administrator, two main advantages seem to stand out:

First, vending services will reduce administrative and labor costs in most instances because the vending service company will take these problems off your hands, usually at no charge or cost to you, and often returning you a small sum in the form of rental or commissions. Second, vending can often give you *added* service or offer foods or conveniences that you could not afford because they would be too expensive when offered in the usual "manual" way, or because the volume would be too small at certain hours or in certain locations.

Here are some special considerations for different kinds of institutions:

In Grade Schools

Many schools are beginning to work with vending service companies to provide such food services as milk, soft drinks, fruit juices, pastry, etc. The advantages are obvious: children like to make their own selections; they think the machines are fun. Especially in schools where snack bars and other provisions are needed only during "break" periods, the use of vending machines is simpler and less expensive than hiring personnel for just a few hours a day. Vending machines in the school also reduce the rush to nearby candy and drug stores, and allow the school to control the products sold.

However, grade schools do have problems with vending. Unless the children are educated to the use of the machines, they will abuse them, often putting them out of commission by sheer playfulness. Unlike classroom furniture, vending machines are not designed to the dimensions of young children, so coin slots and delivery mechanisms in some models may be too high to be easily reached by a youngster. Unless it is controlled, litter



Milk break in the grade school.

can also be a problem. Nevertheless, with proper teacher supervision, even the smallest child can use vending machines, and the grade school administrator can take advantage of vending services.

In High Schools

Vending services and advantages in high schools increase over those cited for grade schools, and the problems are far smaller. Most high schools already have candy, soft drink, milk, or fruit juice vendors. With the refinement of sandwich and hot-food vendors, almost any high school can utilize vending either as an entire food service or a supplementary service in the cafeteria. These machines provide welcome service during slack hours when the cafeteria is closed.

Automatic merchandising is only beginning to fill its food service potential in industrial plants and offices. In high schools and colleges, its potential benefits are just as great, although present use is far smaller.

What the high school administrator should remember is that most vending operations are run on a very small profit margin. Therefore, the vending service company cannot provide some part of the service successfully unless he also has the more profit-producing lines in a school. For instance, few vending companies can make a profit on sandwich vending, but must rely on beverages for their already small margin of profit.

In Colleges and Seminaries

College administrators more and more are turning to vending for various services. Most campuses provide dispensers for milk, fruit, ice cream,

coffee, soft drinks, candy and gum, cigarettes, Kleenex, notebooks, pens and pencils, etc. On nearly every campus these retailing robots are scattered throughout the different buildings and especially concentrated in the student union and sports arenas.

They free college employees for other more important tasks. In most cases, the machines are installed, owned, stocked, and serviced by a qualified vending specialist (or "operator" as the vending industry calls him). Thus the college or institution needs only to provide the space and clean-up service—which it would also have to provide for "manual" facilities. Convenience is another important benefit of vending. It brings the merchandise or food to the student, rather than having him go long distances to a central place for a rather unimportant, minor item such as cigarettes, a Coke, or coffee.

With campuses spreading over wider areas, it becomes impossible to operate central snack bars or student centers in only one or two locations—and still adequately serve the whole campus. The students, while studying in the dorm or for casual gatherings in the evening, find it more convenient to patronize the automatic snack center in the dormitory lounge or the student union. Traffic in the union may be too small in the evening to warrant employing waiters, waitresses, and cooks.

With vending machines becoming standardized in size and attractive in design, many colleges have installed vending snack bars. They require no college personnel, but are serviced once or twice a day by the outside vending specialist. On many campuses they have replaced entirely the "manual" snack

bar setup since the machines now vend hot and cold sandwiches, salads, and desserts, as well as chili, stews, and soups as nutritious and tasty as those dispensed over the counter. While relatively few colleges have installed these "automatic" cafeterias and snack bars, the vending industry anticipates a tremendous growth for them during the next three years.

In Hospitals and Other Institutions

While hospitals have used vending in minor ways for many years, the newest concept is the installation of completely "automatic vending restaurants." These vending cafeterias, of course, would be used only by doctors, hospital personnel, and visitors. They allow fast food service in pleasant surroundings—and are a real boon for the afterhours and night shift when regular food service is closed. A large hospital in Indiana recently installed such a facility and reports great savings as well as satisfaction on the part of employees. Here, too, the vending industry looks for an entirely new trend within two or three years.

Should You Buy the Equipment?

The personnel director of a large Catholic hospital in Milwaukee believes that "this job is to be handled by people who are specifically trained in this line of endeavor. The service given by a vending specialist can never be duplicated by any institution or hospital."

We in the vending business also know from experience that few hospitals or schools would know enough about the right type of equipment, its servicing, repair, etc. For example, making good coffee in a vending machine is far more difficult than making

a good cup at home. Moreover, when new models of machines come out, the vending specialist can replace the existing ones in your institution and utilize the older equipment in other locations. A school could not afford to throw out a machine after two or three years of use.

What Profit Can You Expect?

In nearly all situations, some rental or commission arrangement is made with the vending operator. However, this depends entirely on the nature of the installation, the volume it produces, the profit which the vending company can clear from your kind of operation. It should be stated emphatically that the money return should never be the deciding factor, for vending is a service. The key criterion should be how the service and products benefit your personnel or students. Also, weigh the labor-cost savings you gain if the vending is properly handled by a specialist.

A Sister in charge of food service at a large Catholic college for women says: "Vending services should never become a 'financial football.' Quality products and efficient service are far more important than dollar returns."

Contracts With the Venders?

A written contract is recommended because it protects both the vending company and its customer. Through a contract the services, the terms, and the type of operation can be spelled out clearly for a clear understanding by both partners.

How to Find a Reliable Vender

All vending companies are local businesses, rendering service within 50 miles or less of their headquarters. It is simple to choose some local vending company and check their qualifications with the present customers they serve. Another possibility is to check with the National Automatic Merchandising Association, 7 South Dearborn St., Chicago 3, Ill. The 1300 members of this national trade group subscribe to an ethical code of operation, and can furnish names of qualified operators in your community.

Does vending belong in your institution? Certainly it's worth investigating. Most industrial leaders have just begun to recognize vending as a valued service and time- and labor-saving device. The vending industry knows that automatic merchandising will have an even brighter future in the school and institutional field since its possibilities for service will be virtually unlimited.



Machines vend everything from soup to nuts. This bank of machines is color-keyed in an attractive decorator pink.

Some Tips on Purchasing Perishables

● IN MOST Catholic institutions, the manager of the kitchen purchases the food, particularly those perishables such as fruit, vegetables, and meats that will be used during the week. The wise buyer should know *what* to buy, *how much* to buy, *when* to buy, and *where* to buy.

The menu is the starting point in purchasing, since it determines *what* is to be bought. The menu, plus an inventory of food on hand, tells the buyer *how much* to buy. Up-to-date market information on food will answer the questions of *when* and *where* to buy. These rules-of-thumb on food purchasing presuppose planned menus, food inventory records, and current market information.

Plentiful Foods Are Best Buys

How can a buyer obtain up-to-date market information? The U. S. Department of Agriculture publishes weekly bulletins of plentiful foods. The buyer can also check the food pages and ads

of newspapers and check frequently with his purveyors. Price should not be the only determinant in food purchasing, a food buyer should know that good food is not necessarily expensive, but poor quality food is expensive because it has a lower yield of acceptable food. The buyer should also be aware of the labor involved in the preparation of food: this is an unseen, hidden cost not often reckoned with in Catholic institutions. However, a dish made with low-cost foods, but requiring hours of preparation may actually be more expensive to serve than a higher priced food which requires little preparation.

Fresh Fruits and Vegetables

Here are some cardinal principles to remember when purchasing fresh fruit and vegetables.

Buy by specification and by grade — and know the meaning of these designations. Know the varieties, specific qual-

ities and uses of foods. For example, what is the difference in form and in use of freestone and clingstone peaches? Buy by brand or trade name; be familiar with these names and the comparable grade each represents. Make sure the grade designated represents the quality you desire. Be familiar with various styles of packing. For example, "jumbled" means that fruit is not packed in any special order; "rowed" means that fruit is graded and packed in rows and layers by count; "filled and faced" is a combination of both jumbled and rowed.

Know the "fill" of the container, whether it is heaped, level or scant. Know the type of containers that various fruits and vegetables come in, and specify crate, box, carton, sack, etc. Buy by weight. Buy by count or size. Buy produce that is in season. The best way to keep informed is to visit the markets and compare prices.

Purchasing Meat

Forty cents of every dollar spent for food goes for meat, so careful consideration should be given to this perishable item. One answer to quick, simplified meat preparation is to use the frozen, proportioned meats now available for institutional use. There are many advantages to these frozen portion cuts: The meat is of definite standards of quality, with no waste or/and no excess byproducts. These meats offer great menu variety, savings of time and labor in the kitchen, and assurance of exact food cost control through uniform portions. The proportioned meats packaged in compact boxes need less storage space and assure perfect inventory control.

The meat buyer should be aware of the needs of his institution. He should know the purveyor and the products that are for sale. Above all, he should realize that price is not the paramount factor in good, smart meat purchasing.

CHICKEN FOR SCHOOL LUNCH

The U. S. Department of Agriculture has announced the purchase of 1,440,000 pounds of chicken for use in the National School Lunch Program. This is the first time the Department has provided chicken for the school lunch program. The U.S.D.A. is buying only frozen, cut-up chickens, in weights from 2½ to 2¾ lbs. The birds will be separated into 10 pieces, without necks and giblets, and packed 12 birds to a box. Only U.S.-inspected and U.S. Grade A birds are being accepted. Details on preparation and serving will be available from the U.S.D.A. offices.

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Bridging the Gap between play and school

Sister Eugene Marie, C.S.J., A.B.

St. Xavier's School, Junction City, Kans.

■ How is the first grade teacher going to bridge the gap between play in the child's world and a regular program of school routine by which the child must orientate himself to a whole new pattern of life? The only answer in my mind is: *Purposeful Play*. Purposeful play is a wonderful way to keep the process of learning interesting to the very young. Play is one of the most important words in the vocabulary of the six-year-old. The teacher can easily bridge the gap by games and techniques which for the child is play, but rapid learning is taking place because the child is having fun. Isn't that the reason the child loves to play? Every primary teacher has many such devices at her disposal, but I have used this one and have found it so successful that I would like to share it with my fellow workers.



Clown game teaches phonics.

Let's Treat the Clown

Use a large clown on a cardboard; use one which is in position to hold cards such as this one. Paste an envelope on his hip to serve as a pocket so that the children may insert their cards after making their words.

I. For the consonant sounds I put

the letter being taught in the middle of the card as: M m and have paper clips around the side of the card. I distribute pictures to the children which contain this sound frequently. Those who have pictures starting with this sound get to fasten their pictures under the paper clip. By changing the letter everyone gets a turn.

II. For vowel sounds I have sets of cards for each vowel family. For short "A" sounds the cards would look like these:

at	ad	ap	ag
ack	al	am	an

We work on rhyming groups each in turn until the short "A" families have been completed in groups of four as shown above.

Procedure

The child holding the first letter starts the game thus: If the letter is r, he places it in front of at and says, "Rat." He also spells it. I write the word on the board as he says it. The next child goes up with his letter and says, "Mat," spells it and adds, "Mat rhymes with rat." He puts his card in the clown's pocket. The game continues until every child has had a chance. One child reads all the rhyming words.

So that comprehension will not lag behind we play tag with our family words which we have written on the board. (cat, mat, bat, fat, sat, hat, rat) Two children race to find the word given. The directive lessons follow a plan something like this:

- I am thinking of something that I can wear on my head.
- What word is the opposite of thin?
- It is something on which I can clean my feet.
- It is made of wood and boys use it to play ball.
- It is an animal that likes milk. These words are sometimes used as

a review lesson for the consonants previously learned. These are examples:

- Erase the word that begins with h.
- Put a dot under the word that ends with f.
- Draw a box around the word that starts like rabbit.
- Draw a circle around the word that starts like your own name.

After these four families have been taught the child takes the consonant card given him and places it before the family words thus: bat, bad, back, bag. He puts the card in the clown's pocket if he does not stumble on the way; if he misses one he is given another chance after the rest have finished.

We use the same procedure for short "I" until all families have been taught, then the following device is used:

at it

If the child is holding the consonant sound of "s" he says, "Sat, sit." We make the two sets of rhyming words.

For short "U" the cards would look like this one:

an in un

The words the child would make are: fan, fin, fun.

For short "O" this is an example of one family:

ad id ud od

The child would read: sad, sid, sud, sod.

Short "E" we proceed in the same way:

ag ig ug og eg

The child holding the b consonant would read these words: bag, big, bug, bog, beg.

III. Long Vowels

The long vowels are worked out the same way, but in addition to the comprehension part we build sentences as:

Rhyming group of: (cake, rake, make, take, sake)

- Make a sentence with the word that is food.
- Use the word that tells what we use to clean the yard.

IV. Blends and Digraphs

The clown holds the family card as:

an ag at

The child with his blend card makes the following words: bran, brag, brat.

ick ill in ip

The child reads: chick, chill, chin, chip.

The children never get tired of the "Clown Game." There are many ways in number work also to which our clown has added zest and excitement in our learning process.

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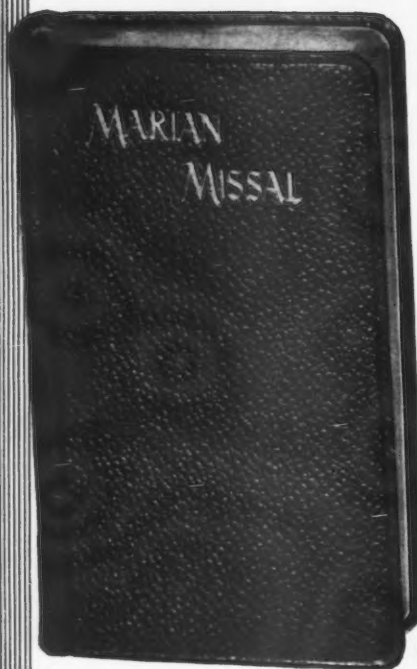
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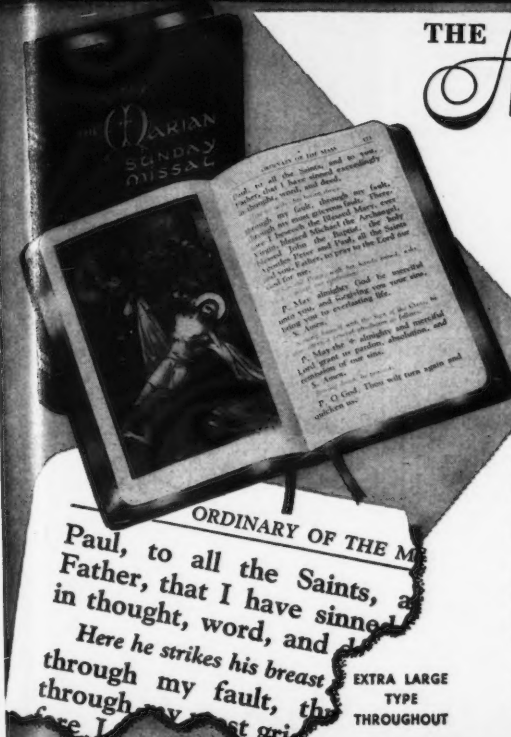
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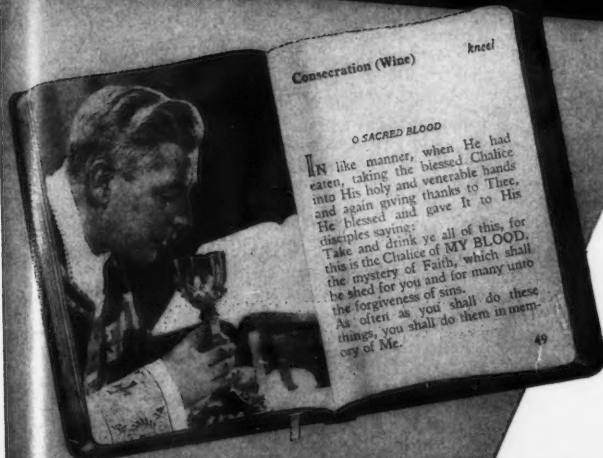


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News



AD MULTOS ANNOS

★ **REV. SYLVESTER P. JUERGENS, S.M.**, presently residing at Chaminade College, Kirkwood, Mo., is commemorating the 50th anniversary of his first profession and religious vows in the Society of Mary.

Father Juergens attended grade and high school at Dubuque, Iowa. He made his first vows at Fergusson, Mo., on September 17, 1911. He taught in Texas; Illinois; St. Louis, Mo., and at Chaminade College, Clayton, Mo. He received a doctor's degree in theology at the University of Fribourg, Switzerland, and was ordained there on April 2, 1927. Then he was appointed chaplain to the Maryhurst Postulate at Kirkwood, Mo., and from 1931 to 1936 was director of Chaminade College.

From 1936 to 1946 he served as superior of the St. Louis Province of the Society of Mary and from 1946 to 1956 was the first and only American to be superior-general of the Society of Mary. During his term as general, the generalate was moved from Nivelles, Belgium, to Rome.

★ **BROTHERS JULIUS KRANS, S.M.**, and **FELIX UMSCHIED, S.M.**, at the Maryhurst Normal, Kirkwood, Mo., are commemorating the 50th anniversary of their first vows in the Society of Mary.

Brother Krans, from St. Louis, taught in Dyersville, Iowa; San Antonio, Texas; Winnipeg, Manitoba, Canada; and other cities. He was director of SS. Peter and Paul School in St. Louis in 1930 and director of Maryhill Postulate, Durand, Wis., from 1931 to 1935. For 25 years he has been treasurer and/or procurator of Chaminade College and Maryhurst Preparatory.

Brother Umschied, a native of San Antonio, Texas, taught in Chicago; Clayton, Mo.; St. Louis; and San Antonio.

★ Two Sisters of Notre Dame observed the golden jubilee of their religious profession in the month of February. The jubilarians were **SISTER M. CHARLOTTE, S.N.D.**, instructor at Central Catholic High School, Toledo, Ohio, and **SISTER M. BATHILDA, S.N.D.**, teacher at St. Wendelin Elementary School, Fostoria, Ohio. They celebrated their jubilee at the provincial house, Toledo, Ohio.

★ January was the month for **BROTHER FRANCIS PATRICK, F.S.C.**, of St. Francis' Vocational School, Eddington, Pa., known as an educator and author, to observe the diamond jubilee of his career as a Christian Brother.

★ **BROTHER OSWALD, F.M.S.**, celebrated his 72nd anniversary in the congregation of the Marist Brothers of the Schools, Esopus, N. Y., on February 2.

★ **MOTHER E. CLINCH, R.S.C.J.**, celebrated the 50th anniversary of her profession in February. After her profession, Mother Clinch studied at Loyola University and obtained her doctorate in English at Stanford University. Mother Clinch teaches Latin and mathematics at the Academy of the Sacred Heart in Lake Forest, Ill.

(Continued on page 93)

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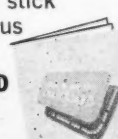
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NEWS

(Continued from page 92)

HONORS AND APPOINTMENTS

Professor of Religion at State University

REV. DAVID M. STANLEY, S.J., an outstanding biblical scholar, is now a professor at the school of religion of the State University of Iowa. The new professorship was made possible by a grant from the Danforth Foundation. Father Stanley is on a three years' leave of absence from Regis College, the Jesuit seminary at Toronto, Canada, where he has been a professor of New Testament exegesis.

At Iowa, Father Stanley is conducting a graduate seminar in New Testament theology and an undergraduate course entitled "Apostolic Christianity." He is the second Catholic priest on the faculty of Iowa's school of religion. REV. ROBERT J. WELCH is a permanent professor.

Father Stanley is one of the scholars working on the Confraternity version of the Bible, the first English translation of the Bible made by Catholics from the original languages.

MOST REV. JOHN J. KROL, D.D., J.C.D., is the new Archbishop of Philadelphia. He succeeds HIS EMINENCE JOHN CARDINAL O'HARA, C.S.C., who died, August 28, 1960. The new Archbishop was formerly Titular Bishop of Cadi and an auxiliary to Archbishop Edward F. Hoban of Cleveland.

MOST REV. JOSEPH MCSHEA, D.D., is the first ordinary of the new Diocese of Allentown, Pa. The new diocese was formed by detaching five counties from the Archdiocese of Philadelphia. Bishop McShea, former Titular Bishop of Mina and auxiliary to the Archbishop of Philadelphia, has been administrator of the Archdiocese of Philadelphia since the Cardinal's death.

French Honor Nun Educator

SISTER M. PHILIP, chairman of the French department at the college of St. Catherine, St. Paul, Minn., was made a "Chevalier dans l'Ordre des Palmes Academiques" in February. Sister Philip was the first to receive the scholarship for study awarded by the French government to distinguished teaching service to France.

Promotor of Women's Group Named

SISTER M. LELIA, S.N.D., has been named the first American member of the women's promoting group for the Movement for a Better World. This movement aims at the reawakening of thought and action for a better Christian world.

Layman Vice-President Named

WILLIAM D. FISSINGER, of St. Louis, has been named vice-president of John Carroll University in Cleveland. He is one of the first laymen in the country to hold this position in a university administered by a religious organization.

Marianist Award

REV. EAMON R. CARROLL, O.CARM., has received the tenth annual Marianist Award bestowed by the University of Dayton for "distinguished achievement in America for the Mother of God."

Father Carroll is an outstanding scholar

in the field of Marology, assistant professor of theology at the Catholic University of America, and a noted writer and lecturer. Last year he won the Maryological Society's annual award.

Andrew White Medal

MOST REV. JAMES E. WALSH, M.M., a prisoner in Communist China, has received, *in absentia*, from Loyola College, Baltimore, the Andrew White Medal, for his courage while a prisoner in Red China. Another recipient of the Medal at the same time, was BROTHER GABRIEL CECILIAN, president of Calvert Hall College.

The Andrew White Medal is named for a Jesuit missionary who accompanied Lord Baltimore's party to Maryland.

Laetare Medal to President Kennedy

The 1961 Laetare Medal has been awarded by the University of Notre Dame to PRESIDENT JOHN F. KENNEDY, "because of his unique position in the long list of distinguished American Catholic laymen and because of the sincere hope placed in his vision, energy, and dedication by so many Americans of all races and faiths."

REQUIESCANT IN PACE

● REV. WILLIAM R. HENNES, S.J., member of the faculty of Sacred Heart Novitiate, Milford, Ohio, died, January 23, after a long illness. A native of Detroit, he had been a member of the Society of Jesus since 1918.

(Continued on page 94)

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NEWS

(Continued from page 93)

• **REV. FRANCIS MARKERT, S.V.D.**, internationally known as the director of the Catholic Mission Press, Techny, Ill., died, February 1, after 50 years of service to the Catholic press in America. Father Markert was credited with initiating the Catholic Press Month observance. Under his direction for 40 years, the press turned out books, pamphlets, and the *Christian Family* magazine to support the work of the mission cause.

• **SISTER M. ISIDORE, C.S.J.**, died, February 1, at La Grange Park, Ill. Sister spent most of her 46 years as a religious at St. Joseph academy.

• **SISTER M. CATHARINE, R.S.M.**, died in February, at Cumberland, R. I. She entered the Sisters of Mercy in 1905, and was a counselor on the provincial's staff at Mount St. Rita's in Cumberland at the time of her death.

• **REV. EDMUND D. BENARD**, dean of the school of sacred theology at the Catholic University of America, died in February. Father Benard was widely known through appearances on the Catholic Hour national radio and television programs.

• **BROTHER KOSTKA, C.F.X.**, a Xaverian Brother, died, February 3, at Baltimore, Md. He was received into the novitiate in 1908, and in his long years of service taught in many Xaverian schools.

• **SISTER M. ANNITA, S.S.N.D.**, died, February 4, after a long illness. Sister Annita taught at St. Francis school in Milwaukee, and in 1957 she taught at St. John Baptist School, Cooks Valley, Wis.

• **BROTHER ALBAN WALTER, F.S.C.**, member of the Brothers of the Christian Schools for 68 years, died, January 27, at Barrytown, N. Y. Brother Walter was engaged in teaching welfare work and in administrative positions during that time.

• **SISTER M. JOHANETTA, S.S.N.D.**, a member of the School Sisters of Notre Dame, died, January 16, at Milwaukee, Wis. Sister Johanetta taught at various elementary schools in Illinois, Michigan, Indiana, and Wisconsin until 1938 when she was assigned to the motherhouse in Mequon, Wisconsin.

• **SISTER M. MERCY** of the Sisters of Charity of St. Elizabeth, died, January 19. Following her novitiate in 1891, she taught music at St. Mary's School, Waterbury, Conn., for 30 years. Until her retirement in 1958, Sister Mercy was engaged in teaching and administrative assignments in New Jersey.

• **SISTER M. AGLAE, B.V.M.**, a member of the Congregation of the Sisters of Charity for 58 years, died, January 19, at Dubuque, Iowa. For 19 years she taught in parochial schools of Iowa and later in Missouri and Illinois in the higher grades.

• **MOTHER M. LEONIDA, O.S.F.**, former superior-general of the Sisters of St. Francis of Oldenberg, Ind., died, January 25, after several months' illness. Beside her thoroughness as a teacher, Mother Leonida fostered vocations to the priesthood and religious life.

• **MOTHER M. CLARE**, midwest provincial superior of the Sisters of the Holy Cross, died in February. After joining the community of the Holy Cross in 1928, she was engaged in teaching, and later she became the principal of St. Mary's High School, Michigan City, Ind.

• **SISTER M. JEANETTE, H.H.M.**, former teacher at St. Edward School and Canton Central High School, died in February at Cleveland, Ohio.

• **SISTER ALPHONSUS, I.H.M.**, died, February 12, in Scranton, Pa. A former school principal, Sister Alphonsus later became superior of the Marian Convent, Scranton, Pa.

• **SISTER T. MILDRED, F.S.E.**, died, February 2, at Hartford, Conn. During the 40 years of her religious life, Sister Mildred taught in several schools staffed by the Daughters of the Holy

(Continued on page 96)

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NEWS

(Continued from page 94)

Ghost. She also served her community as superior of the Moosup Convent in Connecticut.

• MOTHER M. C. REED, R.S.C.J., died, February 14, in Providence, R. I. Sister Reed retired from teaching at the age of 95, after belonging to the Sacred Heart Order for 72 years.

• SISTER M. REINELDA, S.C.C., died in February at Wilmette, Ill., after a brief illness. She had formerly been the superior at Sacred Heart Convent until 1950. She spent the majority of her religious years in Illinois.

• SISTER M. GABRIEL, S.C., died January 27, at Yonkers, N. Y. A noted educator, Sister Gabriel's 59 years of religious life were spent as teacher, principal, prefect of studies, mistress of novices, and superior.

• SISTER M. ROSA, R.S.M., died, January 1, in West Hartford, Conn. Sister Rosa was the first dean of St. Joseph's College in West Hartford, holding that position for 18 years.

• SISTER R. PATRICIA, C.S.J., died in January. Sister Patricia spent most of her religious life teaching in Rochester, N. Y.

• SISTER M. DOMINICAN MULLEN, R.S.M., professor of philosophy at Xavier College in Chicago, died in February. Before being assigned to Xavier in 1941, Sister Dominican was principal of Mercy High School in Milwaukee, Wis.

• SISTER M. BLANDINA, of the Sisters of St. Joseph of Chambery, died at the motherhouse in West Hartford, Conn. February 6. She served as a teacher at parochial schools throughout her religious life.

• REV. BRUNO HAGSPIEL, S.V.D., author of *Spiritual Highlights for Sisters*, *Convent Readings and Reflections*, and other spiritual books, died, February 14, at Erie, Pa.

• BROTHER BENJAMIN JOSEPH, F.S.C., librarian at Lincoln Hall, Lincolndale, N. Y., died recently at the age of 56 years.

SIGNIFICANT BITS OF NEWS

New Junior College

Elizabeth Seton College in Yonkers, N. Y., is the newest Catholic junior college. The new college, which will be opened in September, 1961, by the Sisters of Charity of St. Vincent de Paul, has been in operation as an academy since 1898.

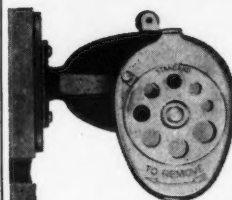
In announcing the opening of Elizabeth Seton College, Sister Miriam Imelda, the president, explained that the two-year college will provide a solid basic training to those who plan to continue later in a four-year college. At the same time "it will furnish a broad, enriched, and practical education in which vocational skills are developed for students who will not continue."

Audio-Visual Expenditures Increase

Expenditures for nontheatrical films and audio-visual material reached a new record high in 1960. The total outlay of \$389 million was a 9 per cent increase over that of 1959, according to a report to be published by the *Journal of the Society of Motion Pictures and Television Engineers*. The largest increase—32 per cent—was in the field of education. The expenditures reported were for production, release of prints, and distribution of motion pictures, filmstrips, and sound slidefilms; and for motion picture and other audio-visual equipment, such as cameras, projectors, and screens.

(Continued on page 97)

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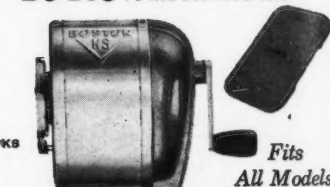
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NEWS

(Continued from page 96)

More Engineers?

Perhaps the recent decline in enrollment in schools of engineering has been checked. The U. S. Office of Education reports that, for the first time in three years, there has been only a slight decline. As a matter of fact, *freshman* enrollment in the fall of 1960 was actually 1.2 per cent higher than in 1959.

A Catholic Book Fair Record

The Catholic Book Club at Burlington, Iowa, on February 26, sponsored the annual Catholic book fair which has been held annually for almost 30 years.

The fair was held at Notre Dame High School. Students of Notre Dame and of the parochial elementary schools of Burlington and West Burlington participated.

Reviews were read by seven of the high school students on the following books: *A Nun With a Gun* by Edward Doherty, *A Crown of Glory* by Alden Hatch and Seamus Walsh, *The Last Crescendo* by Owen Francis Dudley, *The Night They Burned the Mountain* by Dr. Thomas Dooley, *The Kennedy Family* by Joseph Dineen, *The Rome Escape Line* by Sam I. Derry, and *But With the Dawn, Rejoicing* by Mary Ellen Kelly.

Students of Notre Dame High School and of the parochial elementary schools participated in a poster contest on the general theme of encouraging good reading.

Lay Mission Plan Approved

A lay missionary program for single women to work in the Church's apostolate has been approved as a permanent diocesan institution by Bishop Victor J. Reed of Oklahoma City and Tulsa, Okla. The women will spend a year in a broad program to develop the techniques of the lay apostles' profession while preparing for future parish assignments through on-the-job training in apostolic spirituality, liturgy, Scripture, catechetics, and other related subjects.

Emphasize Thinking

Recently, Byron J. Nichols, a Chrysler Corporation vice-president and the Dodge general manager, addressed the annual convention of the Kentucky School Boards Association. His address emphasized that the principal duty of schools—especially high schools—is to teach students to think, "to train the student how to work with his head."

"The trouble," he said, "with many schools, I believe, is that they seldom force the student to exert himself mentally. They do not accustom him to systematic, constant hard work. How is a student to develop an inquisitive and creative intellect if, during most of his school years, he has never been asked to work with his own mind?"

Mr. Nichols suggested that industry could take over "much of the job of specialized training," and that this would "help educators to do the job they and they alone are equipped to do: the job of sparking the curiosity of their students—giving them the ability to make wise decisions—and opening up young minds for a lifetime of learning."

(Continued on page 98)



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NEWS

(Continued from page 97)

"I firmly believe," he said, "that the schools must give a young man or woman the ability to express himself with clarity, an understanding of the world in which he lives, an acquaintance with the heritage of other cultures, and a sense of moral and ethical values . . . there must be greater emphasis, it seems to me, on the branches of knowledge which are concerned with the farthest reaches of the human mind—religion, philosophy, science, history, economics, and language."

"The education of twentieth century young people must awaken and develop their intellectual powers before they em-

bark upon a career so that they may bring to their careers the greatest possible intelligence, judgment, resourcefulness, and character. It must encourage them to extend themselves—to grow beyond mere competence. It must help them to cultivate an inquiring mind, a flexible mind, a critical mind, and a reasoning mind."

COLLEGES AND UNIVERSITIES

Colleges Receive Grants

Five Catholic universities will receive assistance from the Shell Company's Foundation during the year 1961. Grants have been made for extending the chemistry department at the Catholic University of America; for chemistry, mathematics,

and physics at Loyola University, Chicago; for chemistry at Loyola University, New Orleans, La.; for mechanical engineering at Marquette University, Milwaukee, Wis.; and for chemical engineering at Villanova University, Villanova, Pa.

Announcing Academic Bond

Father Charles Lavery, C.S.B., president of St. John Fisher, and Sister Helen Daniel, president of Nazareth, have announced in Rochester that the two colleges have launched a program to link the two schools in a co-operative academic program. The schools provide a combined total of instruction in 520 college courses.

Mercy College to New Campus

Mercy College of Detroit, Mich., has announced plans for a new tract of land in Farmington Township near Detroit. The college for women is operated by the Sisters of Mercy of the Union. The new campus will serve as the headquarters for the Detroit province of the Sisters of Mercy.

Language Groups Formed

Five Catholic colleges have been named by the U. S. Office of Education to conduct language institutes for grade and high school teachers this summer or during the next school year. They are: Georgetown University, Washington, D. C.; Iona College, New Rochelle, N. Y.; University of Notre Dame, South Bend, Ind.; Rosary College, River Forest, Ill.; and the College of St. Teresa, Winona, Minn. They are among 55 colleges and universities to be chosen for this plan.

College Admits Lay Students

Lay students are being admitted to Catherine McAuley College this semester for the first time. The New York State Board of Regents has empowered the college to enroll lay students and members of any religious congregation on a full- or part-time basis. The college, at the present time, is best adapted to the education of Sisters.

New Program for Librarians

The graduate library school of the University of Chicago announces a special program for secondary school librarians, to begin in the fall of 1961. This program will provide opportunity for a selected number of library school students to enroll as part of their regular course work in a special seminar in education. For further information, write to The Dean, Graduate Library School, University of Chicago, Chicago 37, Ill.

Professor Elected President


James J. Wey, assistant professor of English, has been elected first president of the newly formed University of Detroit Chapter of the American Association of University Professors. Other officers include: Dr. G. Blass, vice-president; Dr. H. Spaeth, secretary; Thomas O'Donovan, treasurer.

CONTESTS

Mortuary Science Scholarship

High school graduates interested in funeral service as a career are eligible to enter the 1961 Wilbert W. Haase Memorial Scholarship Contest. The winner will re-

(Concluded on page 100)



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NEWS

(Concluded from page 98)

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formation send a stamped, addressed envelope to the publisher at 6 Railroad Way, Larchmont, N. Y.

EDUCATIONAL MEETINGS

Catholic Renaissance Society

The Catholic Renaissance Society will hold its 18th symposium, April 3 and 4. The gathering of about 600 members will be at the Sheraton Cadillac Hotel in Detroit. The University of Detroit will be host to the meeting, with the assistance of Assumption, Dun Scotus, Madonna, Marygrove, and Mercy Colleges; and SS. Cyril and Methodius and St. John's Seminaries. The theme of the symposium will be "Christianity and the Tragic Vision."

The Society was founded in Chicago in 1939 "to inspire, advance, and encourage the writing and publishing of Catholic letters and literature; to inspire and promote scholarship, study, appreciation of and interest in literary works; and to foster the Catholic influences in literature."

Institute at Pittsburgh

"The New Look in Catholic Education" was the general theme of the Diocesan Teachers Institute at Pittsburgh, Pa., February 3.

The elementary section discussed the new approaches to mathematics, the school lunch program, ability grouping, music, special education, language arts, handwriting, foreign languages, radio, and television.

The secondary department discussed teaching religion, mathematics, biology, physics, chemistry, reading, Latin, health, home economics, music, English, business education, art and liturgy, social studies, and the school lunch program.

Notre Dame Conference

The seventh annual conference of the School Sisters of Notre Dame will be held August 13-15 at the College of Notre Dame of Maryland, Baltimore, Md.

More than 1000 School Sisters of Notre Dame will attend. They will come from 33 states, Puerto Rico, and four Canadian provinces, representing 6500 Sisters who teach 275,000 children and youth.

The convention theme, Personality Patterns and the Religious Life will be treated in dialog form by Rev. John J. Evvoy, S.J., and Rev. Van F. Christoph, S.J., both of Gonzaga University, Spokane, Washington.

Further details are available from Sister Mary Claudine, S.S.N.D., Publicity Director, College of Notre Dame of Maryland, Baltimore 10, Md.

COMING CONVENTIONS

The national convention of the Society of Catholic College Teachers of Sacred Doctrine will take place in Boston, Mass., Monday and Tuesday, April 3 and 4, at the Sheraton-Plaza Hotel.

The fall meeting of the Wisconsin Unit of the Catholic Library Association will be held on October 28, 1961, at the Pfister Hotel, Milwaukee.

PUBLIC SCHOOL RELATIONS

Bus Transportation Upheld

The U. S. Supreme Court, according to an announcement on February 21, 1961, dismissed as unsubstantial a claim that the Federal Constitution is violated when a city provides free bus transportation to parochial school students.

In 1947, the Supreme Court upheld, 5 to 4, a New Jersey law which gave school boards the power to make contracts for the transportation of students to private non-profit schools.

NEW FILM CATALOG

A 1960-61 film catalog is available from Film Center, National Council of Catholic Men, 50 East 42nd St., New York 17, N. Y.



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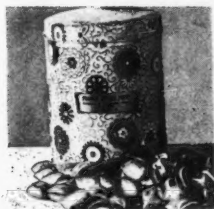
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New Books

(Continued from page 20)

Purgatory and Heaven

By J. P. Arendzen. Paper, 96 pp., 75 cents. Sheed & Ward, New York 3, N. Y., 1960.

This work is part of the book *What Becomes of the Dead?* by Arendzen, published in 1951. It concentrates on the nature of purgatory and heaven, the General Judgment, and the resurrection of the body.

Listen-Look-Say

By Elizabeth L. Hutchison and Shirley B. Quinn. 9 children's books and parents' guidebook, \$3; teacher's manual, \$3.85. Educators Publishing Service, Cambridge, Mass., 1960.

This is a three-way speech program for first and/or second grade children. It consists of three units: the teacher's manual with lesson plans, nine children's activity notebooks, and a parent guidebook, "How Can I Help?"

The program is designed to help the classroom teacher improve the speech of all children and prevent the formation of undesirable speech habits. It provides listening and learning experiences and correlates speech with other areas such as reading and phonics.

The teacher's manual contains daily lesson plans which help the teacher without special speech training to recognize inaccurate speech sounds.

The children's activity notebooks contain the sounds which many young children have trouble articulating: unvoiced and voiced *th, t, d; l; s, z; sh, zh; ch, j; r; k, g; ng*. They are taught to recognize the specific sounds in initial, medial, and final positions. The accent on listening focuses attention on differences and similarities in various speech sounds. Games, poems, creative activities, and other devices stimulate interest in oral communication.

The parent guidebook "How Can I Help?" explains in nontechnical language how to reinforce the speech development program at home. Games, a sample lesson plan, speech test, book, and record lists are also included.

Gertrude Lawrence as Mrs. A

By Richard Stoddard Aldrich. School edition. Cloth, 441 pp., \$3. Globe Book Co., New York 10, N. Y., 1961.

In addition to the unabridged story of Gertrude Lawrence, there are questions on each chapter, suggested composition topics, and essay questions. The original edition of this biography was published in 1954.

Paperback Reprints

Latest paper reissues distributed by Affiliated Publishers, Inc., New York 20, N. Y., are: *A Complete Guide to Gardening*, by Montague Free, 50 cents, and *The World That Couldn't Be*, edited by H. L. Gold, 35 cents (both are PermaBook editions); *Cuentos y narraciones en lengua espanola*, by Onis, 60 cents; *Henry IV, Part 2*, edited by Wright, 45 cents; *Messer Marco Polo*, by Byrne, 45 cents (Washington Square Press Books).

(Continued on page 103)

NEW BOOKS

(Continued from page 102)

Popular Patron Saints

By Don Sharkey and Sister Loretta Clare, S.C. Cloth, 233 pp., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis., 1960.

The lives of 64 of the most popular saints are briefly sketched in this book. It provides a quick reference for one who wants to find information on his patron saint. The book is also helpful in choosing a name for Baptism or Confirmation.

Art for Young America

By Margaret M. Lee & others. 3rd revised edition. Cloth, 286 pp. Chas. A. Bennett Co., Inc., Peoria, Ill., 1960.

The authors of this text strive to educate students to recognize beauty in what surrounds them. The book covers a broad area, beginning with the basics. It points out that we must look with more than our eyes at beautiful trees, animals, and other objects in nature as well as artificial objects. A good beginning step to the appreciation of art is presented here, but there is an overemphasis on the functional use of art.

The Imitation of Mary

By P. J. Gearon, O.Carm., D.D., B.A. Cloth, 167 pp., \$2. The Carmelite Third Order Press, 6415 Woodlawn Ave, Chicago 37, Ill., 1960.

Those who truly want to imitate Holy Mary in her virtues will find this new work an excellent guide. *The Imitation of Mary* reflects, among other things, upon Mary's humility, her detachment, her life in Nazareth, and her sorrows. It is written clearly and smoothly, and is a beautiful contribution to Marian literature.

Jet Age Guide to Europe 1961

Edited by Eugene Fodor. Cloth, 860 pp., \$5.95. David McKay Co., Inc., New York 18, N. Y., 1961.

Teachers who are planning to travel in Europe this summer probably will find that this book is the most comprehensive guide to Europe available. The guide covers 34 countries in western Europe, Great Britain, and eastern European countries open to American tourists. Hotels and restaurants are listed according to price and rating. Museums, monuments, and cultural events, plus sketches on the people of each country, are included. The guide will also help figure the approximate cost of the trip—by air, train, or sea. There are also 43 city maps and a map of Europe.

What They Ask About Morals

By Msgr. J. D. Conway. Cloth, 370 pp., \$9.5. Fides Publishers, Notre Dame, Ind., 1960.

This is the third in the *What They Ask* series by Msgr. Conway, who is director of the Catholic Student Center at the University of Iowa. The author answers specific questions pertaining to moral theology, sin, virtue and vice, the commandments, marriage, the sacraments, and such modern problems as racial integration, and art and morality. The questions are answered with understanding and very often with humor.

(Continued on page 104)



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NEW BOOKS

(Continued from page 103)

Separated Brethren

By William J. Whalen. Paper, 284 pp. The Bruce Publishing Co., Milwaukee 1, Wis., 1961.

Written for Catholics by a Catholic, this book is a revised edition of a survey of non-Catholic Christian denominations in the United States. The book is an explanation of the Protestant, Eastern Orthodox, Old Catholic, and Polish National Catholic churches and sects. It is not an apologetic work.

How to Tailor

By Phyllis W. Schwebke. Cloth, 168 pp., \$5.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1960.

According to the author, this handbook of tailoring may be used at home, in an adult-education class, or at the college level. Mrs. Schwebke writes that "it has been assumed that the person who tailors has had much experience in dressmaking." However, there are some high schools which offer courses in tailoring, and for them this book would be valuable.

The book describes terms and equipment used in tailoring, how to select and fit a pattern, how to select and prepare material for sewing, special hand-sewing tech-

niques, plus detailed steps to be taken in making a man's or woman's suit or coat. The explanations and illustrations are clear and to-the-point; with no unnecessary ramblings.

Encouraging the Excellent

By Elizabeth Paschal. The Fund for the Advancement of Education, 477 Madison Ave., New York 22, N. Y., 1960.

Encouraging the Excellent describes the various programs that have been developed for the gifted child such as early admission to college. Good footnote references are included. This and other publications are offered free of charge by the Fund for the Advancement of Education.

Folklore of the World

By Edward W. Dolch and Marguerite P. Dolch. Cloth, 168 pp. each. \$2.75 each. The Garrard Press, Champaign, Ill., 1960.

The *Folklore Books* make up a new series for grade three reading level. At present there are three books in the series: *Stories from Hawaii*, *Stories from Japan*, and *Stories from Mexico*. Each is illustrated with bold, full-page color drawings. Many of these legends are reminiscent of the *Arabian Nights*. The tales reveal the unique traditions and character of the peoples of the different lands, but because many of the stories are unhappy or pessimistic in tone, they may have little appeal to small children. The vocabularies are complete and varied, with unusual foreign words listed at the end of each book.

The Many Names of Lee Lu

By Helen Cloutier. Cloth, \$2.75. Albert Whitman & Co., Chicago 6, Ill., 1960.

This is the warm and sensitive story of Lee Lu, a Chinese boy who spends his first day in school in America. Second or third graders will enjoy looking at the clear illustrations in color and black and white.

Cowboy Sam and Big Bill

By Edna Walker Chandler. Cloth, 47 pp., \$1.52. Benefic Press, Chicago 39, Ill., 1960.

Cowboy Sam "rides again," and this time he hires Big Bill as cook. Bill, who can cook only one recipe, sets out to learn how to make new dishes. His big surprise for the other cowboys is a prize-winning pie. First grade readers will enjoy this story. Another recent book in the same series is *Cowboy Sam and Freckles*.

Robins and Rabbits

By John Hawkinson. Cloth, \$2.50. Albert Whitman & Co., Chicago 6, Ill., 1960.

Many animals live in the woods. And these forest creatures have been painted in delightfully delicate colors and graceful black-and-white lines by the author-artist John Hawkinson, who has exhibited other paintings in Chicago art galleries. Although intended to lure young people to an awareness of wild animal life, the book will entice grownups as well.

The United States Books

By Bernadine Bailey. Cloth, \$1.25 each. Albert Whitman and Co., Chicago 6, Ill., 1960.

The addition of four new books brings the number in this series to 44. The latest are: *Delaware*, *Hawaii*, *New Mexico*, and *South Dakota*. Each of the state stories contains color and black-and-white drawings. These, however, are not as informative or attractive as actual photographs would have been.

(Continued on page 106)

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MAPS OUT GYM-FLOOR STRATEGY. Dick meets with Supt. of Buildings Wuster (left) and Maintenance Supv. High to develop efficient program. Custom plan improves all phases—sealing, finishing, maintenance.



ENDS TOWEL PROBLEMS. Roland Wuster gets inside look at Westroll cabinets (loaned free) which are jam-proof, meter-out Westroll towels economically—cut paper towel costs up to 40%.

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NEW BOOKS

(Continued from page 104)

The author sketches the history, geography, and resources of each state. While the books contain basic, useful information, they do not provide very colorful or exciting reading to whet the appetite of young readers.

How God Made You

By Robert P. Odenwald, M.D. Cloth, 32 pp., \$2.50. P. J. Kenedy & Sons, New York 8, N. Y., 1960.

The author, who is a practicing Catholic psychiatrist, carefully explains to young children the "wonderful story of how God made you." The work is beautifully writ-

ten and contains an imprimatur. Every page has a drawing.

The publishers suggest that the child, if old enough, may read about God's miracle for himself. This should be done, however, only under watchful supervision and only after having been carefully explained by the child's parents.

Christian Philosophy and Intellectual Freedom

By Anton C. Pegis, F.S.S.C. Cloth, 89 pp., \$2.75. The Bruce Publishing Co., Milwaukee 1, Wis.

This is the Gabriel Richard Lecture delivered at St. Louis University in 1955, expanded and edited for publication by the author.

Forging a United Europe: The Story of the European Community

By Robert L. Heilbroner. Paper, 28 pp., 25 cents. Public Affairs Committee, Inc., 22 East 38th St., New York 16, N. Y., 1961.

The developments of European integration are studied here. The European Community is an economic union of states, composed of Belgium, France, the German Federal Republic, Italy, Luxembourg, and the Netherlands. The union, the author emphasizes, offers future strength and peace for Europe and the rest of the world.

From This to That

By Keith W. Jennison. Cloth, 32 pp., \$2.95. David McKay Co., Inc., New York 8, N. Y., 1961.

By showing "how everything becomes something," the author introduces the child to constant change. The red, black, and white drawings show that wheat becomes bread, milk becomes ice cream, and cotton becomes clothes, etc. After this introduction, the reader is told about a little spruce tree that became a log that became wood pulp that became paper that became a book.

The illustrations are carefully done, but would have been more pleasing had less red been used.

African Women Speak

Edited by the N.C.W.C. Office for UN Affairs. World Horizon Report No. 26. Paper, 117 pp., \$1. Maryknoll Publications, Maryknoll, N. Y., 1960.

This is a report of the regional seminar of the World Union of Catholic Women's Organizations held in Lomé, Togo, July, 1958. The role of the African woman is discussed, with emphasis on problems presented by various African traditions and customs.

Adventure Kits

Boxed, \$2.95 each. Golden Press, Inc., New York 20, N. Y.

These boxed *Adventure Kits* are intended to start young people on a hobby and possibly even a lifetime career. The three most recent kits are: *Forest Wonders*, *Mathematics*, and *Nature Craft*. Each kit includes a guidebook and materials for experiments. The *Nature Craft* kit contains an album for leaf and fish prints, materials for making a bird caller, plaster of Paris for casting animal tracks, and other items which will entertain a budding biologist for hours.

The *Forest Wonders* kit supplies, among other things, wood pulp for making paper, and a peat planting pot with tree seeds so that a youngster can plant his own tree. The *Mathematics* kit includes a cardboard calculator, triangulator, slide rule, balance scale, protractor and compass, plus directions for mathematical games. Other unique kits are available for those interested in rocks, sea shells, insects, birds, stars, weather, and plants.

Catholic Marriage Reader

Paper, 64 pp., 50 cents. Grail Publications, St. Meinrad, Ind., 1960.

The *Catholic Marriage Reader* is a selection of articles from *Marriage*, a monthly Catholic magazine. There are eight articles which will benefit couples planning marriage as well as those who have been married for some time. The

(Continued on page 108)



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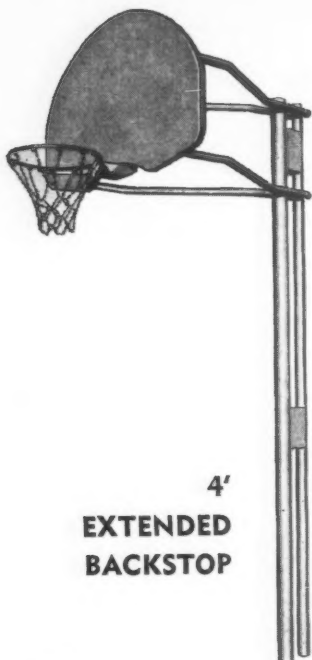
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NEW BOOKS

(Continued from page 106)

topics include holiness, mental health, affection in marriage, parenthood, child rearing, family prayers, sex education, and the later years of marriage.

Hawaii 1961

By William W. Davenport. Edited by Eugene Fodor. Cloth, 315 pp., \$4.25. David McKay Co., Inc., New York 18, N. Y., 1961.

An enticing invitation to visit the Hawaiian Islands is offered by this new Fodor's guidebook. The book gives something of the romantic history of the pot-pourri of peoples in Hawaii, plus advice on where to go on how much money. The guide contains almost all you'll need to know to plan a trip to our 50th state. The Foreword to *Hawaii 1961* is written by author James A. Michener.

Joseph Son of David

Compiled and edited by Sister Emily Joseph, C.S.J. Cloth, \$1.50; paper, 75 cents, 99 pp. St. Anthony Guild Press, Paterson, N. J., 1961.

Sister Emily Joseph, C.S.J., has compiled meditative readings on St. Joseph for each week of the year. The several authors have drawn ideas for their writings from the Gospel texts in which "St. Joseph's dignity, sanctity, and unique role in the redemptive plan are expressly stated or divinely implied." Especially noteworthy are the many references to St. Joseph as a man "on fire with love" for Jesus and Mary. There are perhaps two or three passages which are more sentimental than devotional.

The First Easter Rabbit

By Hertha Pauli. Cloth, \$2.95. Ives Washburn, Inc., New York 18, N. Y., 1961.

This is an imaginative story of the first Easter rabbit who gave a basket of colored eggs to Brother Francis of Assisi. Children will find the rabbit and his other animal friends very lovable.

Tested Problems for Calculators and Listing Machines

By John K. Keelon. Paper, 73 pp., \$1.48. Prentice-Hall, Inc., New York 11, N. Y.

The problems provide practice work for all makes of calculators and listing machines.

Salesmanship Fundamentals Workbook

By John W. Ernest and George M. Davall. 2nd edition. Cloth, 406 pp., \$1.72. Gregg Publishing Div., McGraw-Hill Book Co., Inc., New York 36, N. Y.

Problems and projects for the prospective salesman are presented.

The Teaching of Bookkeeping

By Jamden L. Forkner, Robert M. Swanson, and Robert J. Thompson. 67 pp. South-Western Publishing Co., Cincinnati 27, Ohio.

This free Monograph 101 discusses such matters as approaches to the teaching of bookkeeping, developing the debit and credit concept, posting and controlling accounts, handling individual differences, and automation and its significance.

(Continued on page 109)

How to get a ghetto or Die-A-Log.

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NEW BOOKS

(Continued on page 108)

The High School Band Director's Handbook

By Clyde Duvall. Cloth, 209 pp., \$6. Prentice-Hall, Inc., New York 11, N. Y.
A high school band is no better than its director. From this premise the author proceeds to delineate hundreds of techniques for becoming a successful band director. Although good, practical suggestions are listed, the book bogs down at times with minor details. The book is designed as a college text, but it may interest experienced directors as well as the beginner.

Golden Legend of Young Saints

By Daniel Rops. Cloth, 192 pp., \$2.95. P. J. Kennedy & Sons, New York 8, N. Y.

These are stories for children about children who became saints. The author selected 15 saints from ancient to modern times. Some died violent deaths as martyrs; others did nothing more than do their duty "joyfully, for God."

How to Tell the School Story

By Leslie W. Kindred. Cloth, 500 pp., \$9. Prentice-Hall, Inc., New York 11, N. Y.

Author Dr. Kindred tells why the school should and how it can have an excellent public-relations program. His comprehensive book describes the conveying of ideas and information about education to the public by methods such as preparing exhibits, speeches, news stories, motion pictures, radio and television appearances, and school-bond campaigns.

The General's Daughter

By Maxine Hunt. Cloth, 191 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y., 1960.

A wealthy girl finds new friends and fun, and achieves maturity.

Send for the free booklet describing the U. S. Army's "Courier," the communications satellite designed and built by the Philco Corp., Philadelphia, Pa.

Reveille for Rebels

By James P. Warburg. Paper, 154 pp., 95 cents. Doubleday & Co., Inc., New York 22, N. Y.

This is a somewhat pessimistic, realistic discussion of present-day social, educational, and political conditions in the world.

The Dangerous Cove

By John F. Hayes. Cloth, 191 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y., 1960.

A seventeenth-century New England boy encounters pirates in this book which won the Canadian Library Award as the Book-of-the-Year for 1958.

Career Stories

Fictional stories for young teen-age girls about the nursing and catering fields have been included in the "Career-Romance" books by Julian Messner, Inc., New York 18, N. Y.

Lynn Pamet, *Caterer*, by Celeste Edell. Cloth, 192 pp., \$2.95. A nineteen-year-old girl enjoys cooking and turns it into a successful career.

Nina Grant, *Pediatric Nurse*, by Patti Stone. Cloth, 191 pp., \$2.95. A registered

nurse cares for sick children in a Texas hospital.

Religion Review for Catholic Schools

Grades 7 and 8. Two vols. Paper, 110 pp. each, \$2 each. Youth Education Systems, Inc., Larchmont, N. Y., 1960.

The prefaces to each of these two books emphasize that the books are strictly reviewing tools, not to be used as textbooks. The material is not presented in the order it is initially studied, but in the order most practical for review.

In each book there are nine chapters covering the catechism, the liturgy, and the history of our religion. Following each chapter, there are about 30 questions for review. At the end is a comprehensive drill section, and sample official religion

examinations with answer section.

The subjects are covered very well, but, perhaps, not briefly enough. It would be a fortunate and a surprising class that would have the time to spend on such a lengthy review.

What Is a Simple Machine?

By Gene Darby. Cloth, 28 pp. Benefic Press, Chicago 39, Ill.

This clearly written and delightfully illustrated book makes clear the nature and use of six basic machines—the wedge, the screw, the inclined plane, the lever, the pulley, and the wheel. The book makes clear that all machines have these simple machines incorporated in them. Suitable for the second grade.

(Continued on page 110)



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NEW BOOKS

(Continued from page 109)

Thought Patterns

Edited by Blaise J. Opulente. Paper, 167 pp. St. John's University Press, Jamaica, N. Y.

This series of brief papers urges a higher standard of business education on the college level, with a strong underlying purpose of liberal arts.

How Parents Can Help Their Children Toward a Vocation

By Rev. Sabinus Steffen, O.F.M. Paper, 32 pp., 15 cents (discount for quantities). Seraphic Society for Vocations, St. Joseph's Seminary, Westmount, Ill.

This is a series of letters to parents for each Sunday beginning with Septuagesima and ending with Passion Sunday. The letters discuss such matters as appreciation of a vocation; praying that children may be called; teaching of obedience and sacrifice; example of devotion to Mass, Holy Communion, prayer, etc.

The Theological and Liturgical Meaning of the Teaching Brothers Vocation

The proceedings of the First Annual Franciscan Brothers Educational Institute. Paper, 30 pp., \$1. St. Francis College Press, Brooklyn 31, N. Y.

The principal address, reprinted here is: "The Theology of the Brother's Vocation," by Brother Celestine Luke, F.S.C., S.T.D. This is followed by a bibliography and a summary of the discussion which took place.

The other addresses are: "Liturgy and the Religious Life," by Very Rev. Msgr. Francis B. Donnelly, S.T.L.; "The Brother in Parish Activity," by Brother Aloysius, O.S.F.; "The Brother in Community Schools and Houses," by Brother Isidore, O.S.F.; and "Music and the Liturgy," by Brother Matthias, O.S.F.

Catholics on Campus

By William J. Whalen. Paper, 125 pp. The Bruce Publishing Co., Milwaukee 1, Wis., 1961.

Catholics on Campus is a welcome guide for Catholic students who attend secular colleges and universities. The author, who is an assistant professor of English at Purdue University, has successfully pinpointed the problems met by these students. He has calmly stated the situation on campus, neither exaggerating nor minimizing the dangers—the greatest of which is secularism.

Many of the problems which the book discusses are not confined to the state or private institutions, however. Problems of sexual morality, drinking, cheating, and study habits are met daily at Catholic colleges as well. It may benefit students of Catholic universities to glance through this new book for suggestions on adjusting to college life.

The book advises, of course, that all Catholic students on non-Catholic campuses join Newman Clubs before entering into any other extracurricular activities. More space could have been devoted to the role of Newman Clubs, so as to better acquaint readers who are in high school with the work of the Newman Movement.

(Continued on page 112)

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NEW BOOKS

(Continued from page 110)

Philosophy of Nature

By Francis J. Collingwood, Ph.D. Cloth, 306 pp. Prentice-Hall, Inc., Englewood Cliffs, N. J., 1961.

In this text Dr. Collingwood of Marquette University is concerned with showing us what human reason can discover about the nature of the physical universe. The text proper consists of ten chapters, followed by a conclusion in which the author summarizes the material presented and offers an evaluation of the nature of our knowledge of the world on various levels.

The early chapters, historical in character, describe the thought of the Presocratics, of Plato, and of Aristotle relative to our knowledge of the universe. In these chapters the author highlights the concern of the Presocratics with the basic stuff, or matter, of which the universe is made, the rise of mathematics and the mathematical approach to nature advocated by Plato, and the manner in which Aristotle sought to provide a fundamental explanation of physical being on the basis of sense experience interpreted in the light of an intellectual evaluation of that experience and an appreciation for the roles played by both senses and intellect in our total appraisal of the world in which we live. Subsequent chapters take up such questions as the dynamic, teleological char-

acter of nature as the source of the motion and rest observable in material being, the various types of causality—material, formal, efficient, and final—that contribute to an understanding of nature, the concepts of space and place, locomotion and time, and the relationships between practical and experimental science.

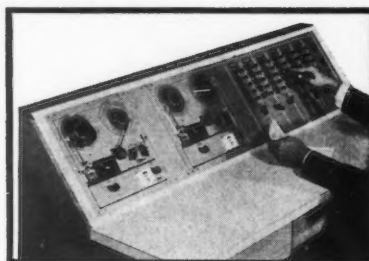
Several features of the text stand out. Of these the most significant are the author's summaries of Presocratic thought, of the Platonic mathematical approach to nature, and of the Aristotelian explanation of human knowledge on both sensory and intellectual levels. Notable too is the author's appreciation of the role played by hypothesis and mathematical concepts in modern science. Yet his work leaves one unsatisfied on several points of fundamental importance. He fails to show, in any precise manner, the relationship between the philosophy of nature and the special sciences. He does not clearly indicate the precise object with which the philosopher of nature is concerned nor the manner appropriate to attaining that object. Actually the author's interest seems to lie more in the epistemological problems presented by various approaches to nature than in a study of the physical universe on a fundamental level. As an essay on the many epistemological problems involved in a philosophy of nature, Dr. Collingwood's text makes excellent reading. But as a text intended for a presentation of a philosophical approach to mobile being and of the certitudes which a strictly philosophical analysis of such being discloses Collingwood's *Philosophy of Nature* is not as satisfactory as one would like it to be.—William E. May.

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By Arthur A. Gladd. Cloth, 270 pp., \$3.50. Dodd, Mead & Co., New York 16, N. Y.

An exciting, historical, adventure story, written for young readers, which is about the last great galley sea fight of history—the sixteenth century Battle of Lepanto, in which huge Christian and Turkish fleets contested for the Mediterranean—and Europe. The author has blended a mixture of adventure, sea lore, and accurate history into an absorbing and colorful story.

Stop Pushing!

By Dan Herr. Cloth, 191 pp., \$3.50. Doubleday & Co., Inc., New York 22, N. Y.

Here is a provocative and witty commentary on American life and culture by an acute spokesman for common sense. The author attacks the sacred citadel of youth, banking, teen-age entertainment, avowed segregationists, and public opinion polls. There is an unharnessed sense of satire and criticism, depicting the humor in the world, while analyzing the value of true character.

Guide to the Two-Year Colleges

By Seymour Eskow, paper, 370 pp., \$2.98. Barron's Educational Series, Inc., Great Neck, N. Y.

Here is a new kind of college dictionary. It is a guide to the two-year colleges for all young people who may feel that the door to college is locked because of finances, mediocre grades, home ties, etc.

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(Continued on page 114)

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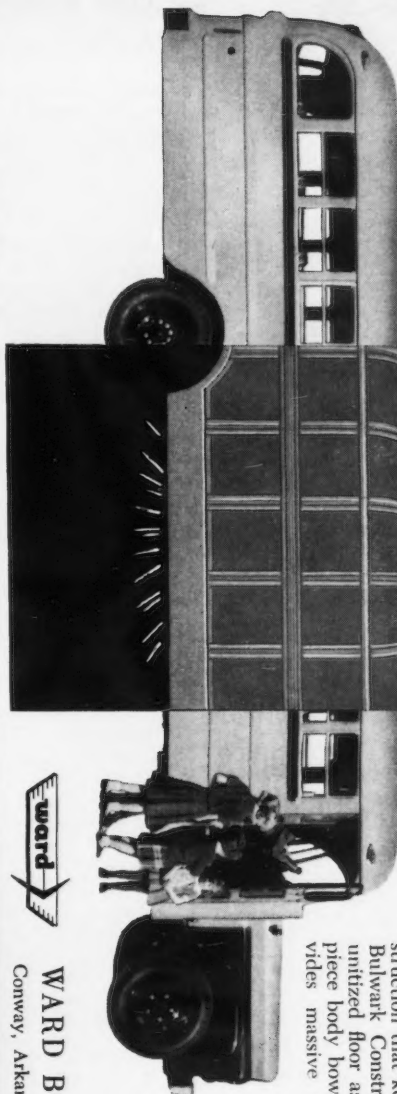
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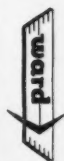
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NEW BOOKS

(Continued from page 112)

between high school and full college studies. In the third section, the student is provided with all important facts about more than 700 two-year colleges in the United States. This is an extremely helpful guide to the student who is trying to find his place in the future.

Shorthand Dictation Studies

By Wallace D. Bowman and Mary Ellen Oliverio. Cloth, 674 pp., South-Western Publishing Co., Cincinnati 27, Ohio.

This textbook provides realistic and meaningful material in a clear learning pattern. Part 1 provides a review of some aspect of shorthand theory; Part 2 consists of an article which relates to the correspondence included in the next part; Part 3 includes a series of actual business correspondence; Part 4 presents an article on some phase of the stenographer's responsibility; and Part 5 is composed of one or two letters which review the learning achieved through the study and practice of the previous material. There are useful teaching and learning features such as a general vocabulary at the back of the book, punctuation pointers in appropriate sections, and various other helpful hints.

Consumer Economic Problems

By W. Harmon Wilson and Elvin S. Eyster. Cloth, 682 pp., South-Western Publishing Co., Cincinnati 27, Ohio.

Emphasis is placed upon the application of economic principles to the solution of the problems of individuals and of society in general. There is a clear, workable trend of material, enabling the student to learn the forces of an economic society. Each chapter is followed by questions for discussion, and problems to solve, along with various community problems and projects.

Permanent Peace

By Tom Slick. Cloth, 181 pp., \$2.95. Prentice-Hall, Inc., Englewood Cliffs, N. J.

This is quite an appropriate book to be published at this time, when the crisis of war is always close at hand. It is written to make a contribution to the prevention of war and the attainment of permanent peace. The author reveals a "rule of law" which must be followed to safeguard our present peace. With the idea of total disarmament, he carefully considers the pros and cons of the plan, giving the reader a clear, concise, and understandable conception of the program.

Effective Study

By Francis P. Robinson. Cloth, 278 pp., \$4.50. Harper & Brothers, New York, N. Y.

This complete one-semester course for college freshmen centers around the idea that students must diagnose and develop their reading skills as a means of speeding up and deepening their education.

John Hughes: Eagle of the Church

By Doran Hurley. Cloth, 190 pp., \$2.50. P. J. Kenedy & Sons, New York, N. Y.

This is the life story of the first Archbishop of New York, written for very

(Concluded on page 115)



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(Concluded from page 114)

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School Public Relations

By James J. Jones and Irving W. Stout. Cloth, 191 pp., \$3.75. G. P. Putnam's Sons, New York, N. Y.

This book presents factually a series of common issues in public education which have an effect on wholesome public relations of the school patrons and citizens generally with the administrators and school boards and the teaching staff. The book makes intensely interesting and useful reading.

The Civil War

By Earl S. Miers. Paper, 48 pp., 50 cents. Wonder Books, New York, N. Y.

Splendidly illustrated, this book provides a vivid account of the war between the states for children in the middle and upper grades.

Something for God

By Rev. Francis X. Lyons, M.M. Cloth, 206 pp., \$3.50. P. J. Kenedy & Sons, New York, N. Y.

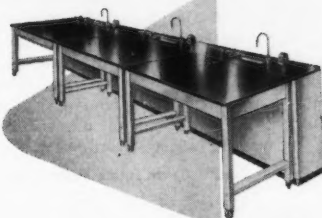
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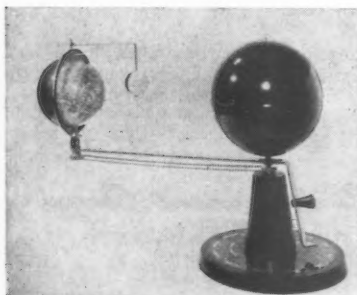
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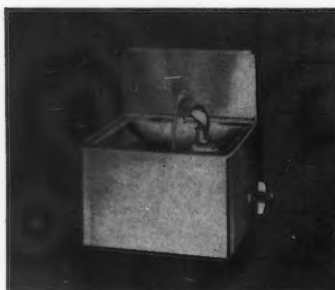
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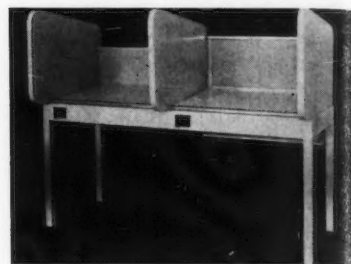
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(For Further Details Circle Index Code 092)

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(For Further Details Circle Index Code 093)

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(For Further Details Circle Index Code 094)

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(For Further Details Circle Index Code 095)

(Continued on page 118)

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Send for examination copies

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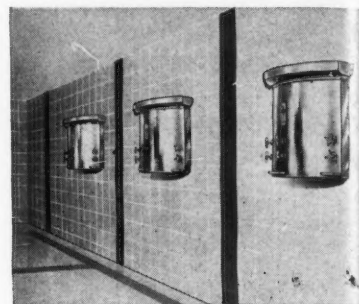
426 So. Spring St. • Los Angeles 13, Calif.

New Supplies

(Continued from page 116)

SHOWERS AND WASHFOUNTAINS

Group shower equipment and washfountains in a variety of harmonizing colors are offered for schools by the Bradley Washfountain Co., Milwaukee, Wis. Semi-circular stainless steel wall-mounted showers, in models for two or three students can be



Group Shower Heads

mounted at any height. The units, 38 in. long and 11 in. deep, include a panel with cornice and cover, adjustable shower heads, control valves with interior piping, and soap trays. Stainless steel column showers for five students are also available. The 36 in. semi-circular washfountain with "floating" foot control, serves three students. The bowl, of 85 per cent marble and 15 per cent binder, is reinforced with heavy steel bars. Send for further information.

(For Further Details Circle Index Code 096)

SAFE PAPER CUTTER

This paper cutter, by the Safety Paper Cutter Co., Menlo Park, Calif., has a completely enclosed cutting edge to prevent hand injuries. The enclosed wedge-ground



Enclosed Cutting Edge

blade rides on a tubular guide that insures precision cuts. Material to be cut is locked in place by automatic clamp pressure. The cutter includes a Masonite hardboard base with horizontal and vertical markings, and a built-in protractor for angle cutting. Four sizes of models have cutting capacities from 12 to 30 in.

(For Further Details Circle Index Code 097)

BIRD MIGRATION MAP

A full-color Bird Migration Map of North America is a mural size (42 by 33 in.) wall chart featuring almost 50 different birds. Printed by Rand McNally and Co., in co-operation with the Chicago Natural History Museum, the chart gives details on breeding ranges, migratory routes and major flyways, as well as full-color illustrations of 30 birds. This low-cost teaching aid is available from Modern Educational Aids, Wilmette, Ill.

(For Further Details Circle Index Code 098)

ADJUSTABLE SCAFFOLD BASE

A new base for aluminum telescoping work platforms adjusts safely for use on stairways, ramps, and other irregular surfaces. The Tallescope base includes telescoping outriggers and instantly adjustable legs. The unit reaches heights to 32 ft. Send for information from Up-Right Scaffolds, Berkeley, Calif.

(For Further Details Circle Index Code 099)

DINNERWARE CUPS

The Plastics Mfg. Co., Dallas 33, Tex., now offers cups decorated to match its Melamine dinnerware for cafeteria use. Four patterns are available in the Regal decorated line, including Fleur-De-Lis pic-



Patterns Molded in Plastic

tured. The molded-in patterns will not fade or wear away. The break-resistant dinnerware, which is safe in dishwasher or scalding water, has vented contour base for faster drying.

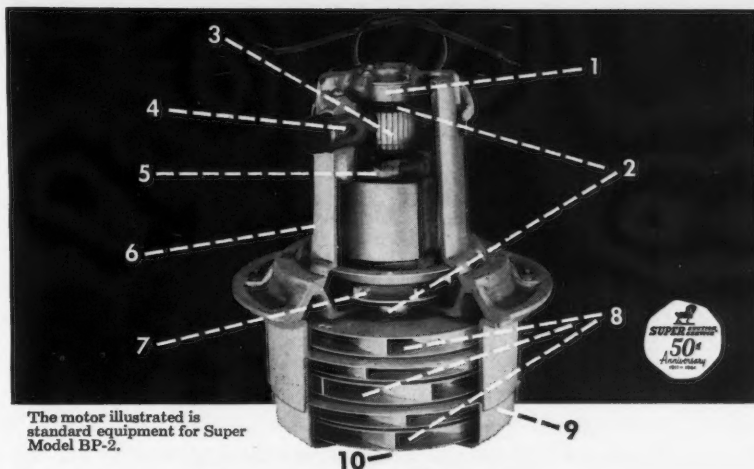
(For Further Details Circle Index Code 0100)

PHOTOCOPY MACHINES

Smith-Corona division of Smith-Corona Marchant, Inc., Syracuse 1, N. Y., has introduced three new machines that copy anything on sensitized white, standard weight paper. In schools they may be used to copy student transcripts, drawings, musical arrangements, etc. The model designations of Vivicopy 9, 12, and 14 indicate paper width capacity. All models operate on a diffusion transfer principle, utilizing light and developer for instant transfer. The line includes a selection of bond quality paper, paper dispensers, and automatic refill cartridges.

(For Further Details Circle Index Code 0101)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



The motor illustrated is standard equipment for Super Model BP-2.

the big difference means much to buyers of vacuum cleaners!

The big difference between a Super Suction vacuum cleaner and all others is the electric motor—the heart of the vacuum cleaner. Each and every part of the specially designed Super Suction motor is manufactured in the Super factory. To our knowledge no other manufacturer of industrial vacuum cleaners can make this claim. A few buy the parts and assemble the motor. The others buy the same motors from the same motor manufacturer. You practically always get an identical motor regardless of which cleaner you choose.

The Super Suction motor is built to—and does—give you 20% more air at 20% more velocity with the standard 1½ inch orifice. It permits the use of larger hose, more attachments and longer extension tubes. Works faster, more thorough. Lasts longer. Super cleaners, large and small, from the small-area, low priced units to the big volume, heavy duty Super Suction machines are equipped with a Super motor of a size to amply meet the job requirement. There is a Super to exactly fit your job and budget. There is a Super distributor near you. Let him show you "The Big Difference" or write for catalog and specification data.

only Super has it!

- 1. Steel Bearing Housing . . .** Bearing is housed in steel instead of aluminum motor frame. Housing expands under heat at same rate as bearing, eliminating "play" around the bearing. If bearing fails, only housing needs replacing, not complete motor frame.
- 2. Oversize Sealed Bearings . . .** Extra heavy duty bearing to stand up on continuous runs.
- 3. Commutator . . .** Almost twice as much life, increases total life of motor.
- 4. Carbon Brush . . .** Only two brushes required. Any one can remove or replace. 2000 hours life, almost twice as much as others.
- 5. Field Coils . . .** Protection wrapped, dipped and baked with insulating material. Others use no covering to protect wire.
- 6. A Rigid One Piece Motor Frame . . .** Guarantees alignment of armature and fan assembly from bearing to bearing, points of support.
- 7. Ventilating Fan . . .** Better cooling system. Fan mounted in bottom of motor compartment pulls clean, dry air through channels directed over carbon brushes and commutator. Result is lower temperature rise, longer motor life.
- 8. Suction Fans . . .** Almost twice as much blade depth and blade area allows air to pass with maximum efficiency without back pressure or turbulence.
- 9. Fiberglass Fan Cases . . .** Non-rusting, non-corrosive, easily removed when necessary to service armature. Other motors use aluminum or steel which weld together under attack by cleaning solutions.
- 10. Armature Shaft . . .** Larger diameter to withstand heaviest torque load.

A few facts about "Suction" . . .

Static water lift as an indicator of suction is meaningless. At this closed orifice the machine is not moving any air—not doing any work. The Super Suction motor is designed to do more and better work at less labor cost on the cleaning job.



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Power Suction Cleaners • Quality Floor Machines
SINCE 1911
"THE DRAFT HORSE OF POWER CLEANING MACHINES"

THE NATIONAL SUPER SERVICE COMPANY 1957 N. 13th St., Toledo 2, Ohio

New Supplies

(Continued from page 119)

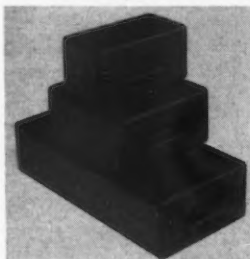
ALL-PURPOSE EXTINGUISHERS

The Fyr-Fyter Co., Dayton 1, Ohio, has produced two large-capacity pressurized portable fire extinguishers that will halt all three major classes of incipient fires. The secret of the extinguishers is a dry chemical powder which discharges in maximum volume at 12 to 15 ft. range the instant the unit's grip-fit handle is squeezed. The new white enamel units are available in 20 or 30 lb. capacities, both approved by Underwriters' Laboratories and Factory Mutual.

(For Further Details Circle Index Code 0102)

PLASTIC BUILDING BLOCKS

Building blocks for elementary classes are now being made of thermo plastic filled with Polyurethane foam, instead of



Foam-Filled Blocks

the customary wood. Triumph Blocks, made by Hollywood Plastics, Inc., come in three sizes: $5\frac{1}{2}$ by $5\frac{1}{2}$ by 11 in. in light blue; $5\frac{1}{2}$ by 11 by 11 in. in kelly green; and $5\frac{1}{2}$ by 11 by 22 in. in bright red. The rugged plastic exterior will not crack, chip, splinter, or flake. Two hand holes are an integral part of each block. The blocks are exclusively distributed by the American Seating Co., in El Segundo, Calif.

(For Further Details Circle Index Code 0103)

KING-SIZE SLIDE RULE

Alvin & Co., Inc., Windsor, Conn., now offers a full scale, teaching model to simplify slide rule instruction. This demonstration slide rule is a full $6\frac{1}{2}$ ft. long, and is equipped with hanging hooks. It is made of well-seasoned, quality hardwood with reinforced back pieces and double lacquer finish on exposed wood surfaces. Alvin & Co., Inc., also offers a complete line of mechanical drawing tools and wall charts on lettering and scale drawings. Send for a new catalog.

(For Further Details Circle Index Code 0104)

FOLDING BOOK STEPS

Bro-Dart Industries, Newark 8, N. J., has incorporated fold-away steps as an integral part of its book truck. The steps are brought into action by the toe and are tucked away in the same fashion when not in use. The folding steps have inbuilt slipproof action when weight is applied. The standard wheeling book truck, with



Attaches to Book Cart

its three shelves, has a capacity of approximately 90 books and incorporates the fold-away step unit. Step units are also furnished separately for attachment to other book trucks.

(For Further Details Circle Index Code 0105)



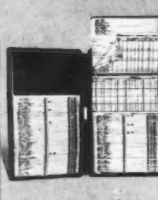
Acme Visible School Record Systems SIMPLIFY RECORD HANDLING TO KEEP PACE WITH RECORD ENROLLMENTS



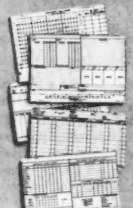
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SAFETY FEATURE SCHOOL BUS

The latest safety features and traditional truck durability highlight the 1961 Dodge S-600 school bus. Safety items include a special fuel tank, propeller shaft guards, progressive-type rear springs, and double-wrapped front spring eyes. Available are a 240-in. wheelbase chassis for 60 passengers, or a 258-in. wheelbase chassis for 66. A 318 cu. in. V-8 engine with 202 horsepower is standard.

(For Further Details Circle Index Code 0106)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

TAPE TEACHING UNIT

The Webster Electric Co., Racine, Wis., offers this portable tape teaching unit for schools with limited space. The Ekotape Model 370 unit is a complete one-position portable laboratory, consisting of the two-track tape recorder, student amplifier, microphone, headset, controls, and carrying case. Over-all dimensions of the 18-lb. unit



Light Weight, Portable Unit

are 13¾ by 14½ by 10½ in. The unit can also be used by instructors for creating lessons on tape, reviewing taped lessons or grading recorded tests.

(For Further Details Circle Index Code 0107)

IMPROVED PROJECTOR

A new 16mm. sound movie projector by Radio Corp. of America, New York 20, N. Y., offers several improvements. Forward and reverse gears are controlled by a single rotary switch, permitting faster and more efficient operation. The model has a separate motor and blower for reverse operation as a precaution against lamp overheating and film damage. The reverse mechanism automatically shuts off the sound track. The new series "E" projectors were displayed at the recent regional meetings of the American Association of School Administrators.

(For Further Details Circle Index Code 0108)

CARBON ARC SPOTLIGHT

Many schools are installing carbon arc spotlights to meet the need for modern, efficient illumination of stage and platform events. This latest installation is at

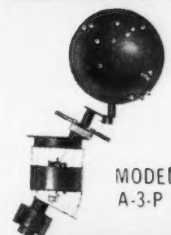


Effective Stage Lighting

St. Mary's College, Winona, Minn. Send for full details from The Strong Electric Co., Toledo 1, Ohio.

(For Further Details Circle Index Code 0109)

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*The Spitz Planetarium
enables the teacher to generate
the fundamental understanding of
scientific methods basic to all sciences.*

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☐ Enclosed is 50¢ for 33½ rpm DEMONSTRATION RECORD giving excerpts from the albums listed above.

Name _____

Address _____

New Supplies

(Continued from page 121)

ECONOMICAL SCHOOL

Parishioners of St. Sophia Catholic Church, Spring Valley, Calif., volunteered their labor last summer to build a \$100,000 school for \$65,000. The one-story building, 267 ft. long, encloses 11,000 sq. ft. Each 30 by 34 ft. classroom has an entrance onto a sheltered walkway. The school is constructed of durable, low maintenance Rocklite blocks made by Hazard Products, Inc., San Diego, Calif. The 8 by 8 by 16 in. concrete blocks are scored on the outside to present an attractive grid appearance, and painted on the classroom side. Other low maintenance materials in-



Parishioners Volunteered Labor

clude: aluminum doors, windows, and trim; prefabricated shelving; hollow core door panels used as cloakroom dividers. Future expansion was facilitated by con-

structing one end of the building of frame and stucco which can be easily removed. (For Further Details Circle Index Code 0110)

ULTRASONIC SLIDE CHANGER

Sound waves at frequencies too high to be heard by the human ear are used to focus and change slides on a screen in a new slide projector developed by Bell & Howell Co., Chicago 45, Ill. The Tele-Sonic wireless remote slide projector can be operated by its control from distances of more than 40 feet, to give a speaker new freedom in a crowded lecture hall. Send for complete details.

(For Further Details Circle Index Code 0111)

TEACHING MICROSCOPES

The American Optical Company, Buffalo 15, N. Y., presents a new line of teaching microscopes which is known as the AO Spencer Series Sixty microscopes. A wide range of models are suitable for teaching high school biology and botany up to advanced college work in zoology, bacteriology, and genetics. The traditional rack and pinion focusing system has been eliminated; nosepiece is focusable to the specimen by low-positioned knobs. Focusing mechanism is entirely enclosed in micro-



For High School and College

scope arm; and no periodic lubrication is required. Eyepieces have built-in pointers which are locked into the inclined, reversible body. Send for color brochure SB60 for details.

(For Further Details Circle Index Code 0112)

DUAL COMPARTMENT FOR KEYS

The new TelKee dual compartment made by P.O. Moore, Inc., Glen Riddle, Pa., contains two complete key control systems in one compact cabinet. A rear cabinet, locked by a padlock, holds 50 master keys. The front cabinet with four swinging panels holds 400 keys. The electro-welded, steel cabinet measures 27 by 13 by 7 7/8 in. Send for literature and prices.

(For Further Details Circle Index Code 0113)

AIR CONDITIONING UNITS

A new line of packaged central station air conditioning units is offered by the American Air Filter Co., Inc., Louisville 8, Ky. The units are available in horizontal and vertical models in 14 basic sizes, with 24 arrangements per size. Send for bulletin No. AC-100, a 60-page product bulletin describing the many features of the new Kennard-Nelson line.

(For Further Details Circle Index Code 0114)



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TO CHURCHES AND
OTHER INSTITUTIONS

MONROE
FOLDING
BANQUET TABLES

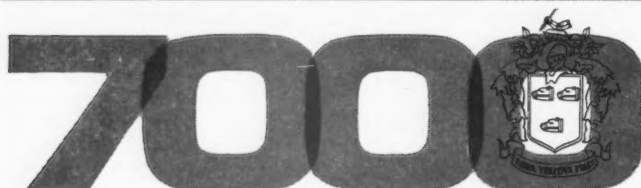
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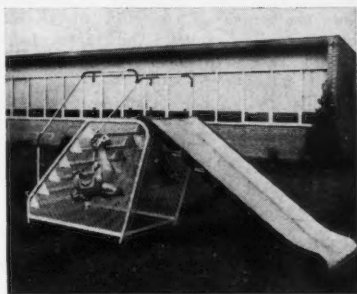
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SLIDE FOR SMALL TOTS

A Tot Lot slide for small children is part of the Saddle-Mate line by Game-time, Inc., Litchfield, Mich. Molded, fibreglas medallions decorate the sides of the red and white slide, which is 4 ft. high by 3 ft. wide. The slide features a



Only Four Feet High

one-piece, stainless steel chute, metal sides with ribs of 1½ in. steel tubing, and 14-gauge steel steps. All parts are welded into two units that bolt together. The Saddle-Mate medallions come in a choice of horse, donkey, camel, swan, and duck.

(For Further Details Circle Index Code 0115)

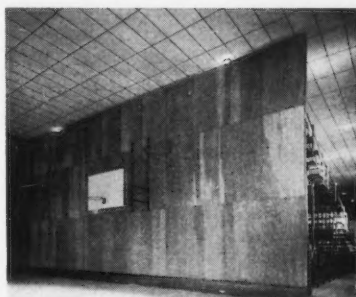
MAP OF AFRICA

An up-to-date map of Africa is offered by the George F. Cram Co., Inc., Indianapolis, Ind. The 34 by 22 in. map for desk or chalk rail features a markable-cleanable surface which can be marked by crayons or tape. Ideal as a current events map, it has the new nations named along the side with arrows into the map indicating their locations.

(For Further Details Circle Index Code 0116)

GYM DIVIDING WALL

This new forward-fold wall has solved the gymnasium dividing problem in the Trueblood Field House, Earlham College, Richmond, Ind. With the turn of a key the wall is moved by "Omega" electric drive to open a spectator area with 800



Operated Electrically

"Ez-A-Way" folding gym seats. When the electric operation is reversed, the folding seats are closed and two gymnasiums are provided. Made by the Berlin Chapmen Co., Berlin, Wis., the unit is 80 ft. long by 24 ft. high.

(For Further Details Circle Index Code 0117)

**CORRESPONDING CODE INDEX NUMBERS
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**SAFER
SCHOOL STEPS
AT LOW
COST**

SQUARE NOSE

CURVED NOSE

OUTDOOR
HEAVY DUTY

MELFLEX

**MOLDED RUBBER STEP TREADS
CUSTOM TRIMMED FOR YOUR
INSTALLATION (no cutting or waste)**

Hurrying feet need sure footing. Molded diamond or ribbed safety treads apply permanently to wood, concrete, metal or tile steps. Six beautiful marbled colors or plain black.



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For complete color harmony, Melflex runners, risers and landing units are a perfect color-match for Melflex treads. Long wearing, ribbed or smooth. For more information on safer, more beautiful stairs and corridors, write:

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You can raise \$500 or more in 6 days this easy way



**Sell famous Mason
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For complete information fill in and mail us the coupon shown. If you decide to go ahead you don't risk a cent,—you pay nothing in advance. We supply on consignment your choice of **THREE VARIETIES** of famous Mason Candy. At no extra charge each package is wrapped with a band printed with your organization's name and picture. You pay after you have sold the candy and return what you don't sell. Candy is sold at less than regular retail price. You make \$12.00 on every 30 sales of our \$1.00 box (66⅔% profit to you on cost). There's no risk! You can't lose. Mail in coupon today for information about **MASON'S PROTECTED FUND RAISING DRIVES.**

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Mason, Box 549, Mineola, N. Y.

Gentlemen: Please send me, without obligation, information on your Fund Raising Plan.

Name _____
Age if under 21 _____
Address _____
Organization _____
Phone _____
City _____ State _____

Mason Candies, Inc., Mineola, L. I., N. Y.

New Supplies

(Continued from page 123)

ROUND READING TABLES

Kenney Brothers, Inc., Winchendon, Mass., an affiliate of Desks of America, Inc., has announced a new line of DK-200 round reading tables. The tables have



In Several Heights

plastic tops available in a wide choice of decorator colors, and in heights from 20 to 30 in. Send for the firm's new color catalog commemorating its 75th anniversary in the school furniture industry.

(For Further Details Circle Index Code 0118)

FIRE RESISTANT CEILING

An important development in the institutional construction field is a new type of suspended acoustical ceiling by Armstrong Cork Co., Lancaster, Pa. The Armstrong Acoustical Fire Guard lay-in system employs special fire-resistant ceiling panels, 2 by 4 ft. in size, instead of tiles. The



Ceiling Panels Fit Into Grid

panels rest in an exposed grid suspension that has been designed to withstand intense heat from a fire. Tiles are easy to install and remove for servicing, plumbing, air conditioning, and other utilities. The manufacturer claims its installation cost is comparable to plaster and metal lath ceilings with the advantages of sound absorption, dry installation, and the rated fire protection for structural steel. No additional fire proofing is needed above the ceiling. Send for details.

(For Further Details Circle Index Code 0119)

(Continued on page 126)

**CORRESPONDING CODE INDEX NUMBERS
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CARDS IN THE READER'S SERVICE SECTION**

New School Buses AND SAVE MONEY!



- 54 and 60-passenger **NEW Buses**
- Lease for only \$10 per day on 5-year contract,
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NOW available for safer transportation.
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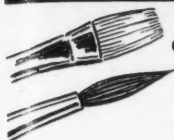
Send for the new multi-page descriptive catalog of more than 1200 sets, 8 slides to the set, of all over the world, taken by world known photographers.

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DESK-LEVEL PROJECTOR TABLE

This new portable projector table enables the teacher to operate an overhead projector while seated. The 16-in. table brings the writing surface of the projector to desk-top level for easy reference to notes.



Desk Height Teaching

The all-steel table, finished in sandalwood enamel, includes an 18- by 24-in. shelf, a top with a thick foam rubber pad, and self-braking casters. Six models of projector tables up to 42 in. high are offered by the H. Wilson Co., Park Forest, Ill.

(For Further Details Circle Index Code 0120)

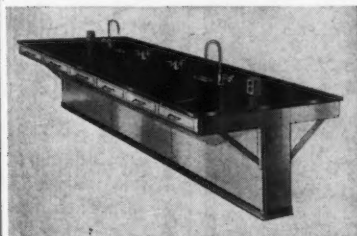
VINYL WALL COVERING

Congoleum-Nairn, Inc., Kearney, N. J., has introduced the new Wall-Ever vinyl wall covering. Its heavy-duty wear layer and exclusive vinyl backing make it ideal for institutions. At present it is sold in 54-in. widths in approximately 60 popular patterns and colors.

(For Further Details Circle Index Code 0121)

STUDENT LABORATORY TABLE

Modular Labconsole tables offer unobstructed knee space which contributes to good posture and comfort. Lab tables are securely anchored to the floor making them



Bolted to Floor

structurally sound. All service piping and wiring is concealed in the structural island, yet easily accessible for maintenance. Table shown is 12 by 4½ ft., by 37 in. high. Other sizes are available from Metalab Equipment Co., Hicksville, N. Y.

(For Further Details Circle Index Code 0122)



TAKING CHANCES WITH YOUR STUDENTS... INSURE THEIR SAFETY WITH A WELL EQUIPPED SAFETY PATROL



Graubard's Equipment is nationally known as the school safety equipment "That Promotes Safety." It does this by fulfilling both of the conditions essential to a really effective Safety Patrol.

FIRST, it gives each patrol member a sense of responsibility and a pride in doing his job well.

SECOND, being "Standard Equipment" it is recognized by school children and motorists alike, assuring their respect and complete co-operation.

Write for Free Catalog and complete information and prices.

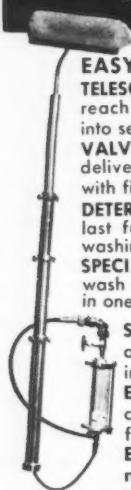
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NEWARK 2, NEW JERSEY

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- more ECONOMICALLY . . .

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in one swipe.

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of costly accidents due to fall-
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EASIER . . . eliminates time
consuming erection of scaf-
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ECONOMICAL . . . one man
now does the job it formerly
took two men to do . . . and
in half the time!

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TRIAL OFFER, ADDRESS DEPT. W64

TUCKER MANUFACTURING CO.
Cedar Rapids, Iowa

New Supplies

(Continued from page 125)

PACKAGED LAMINATED DOORS

With the purchase of Logue Woodwork-ers, producers of Con-Dor-Lux doors, the Formica Corp., Cincinnati, Ohio, is offer- ing complete door packages of high-quality construction and easy installation. Surfaced in any desired color, pattern, or wood- grain plastic laminate, the doors come com- pletely pre-mortised to hardware specifica- tions, ready to hang. The doors carry a full five-year guarantee and may be in- stalled after completion of interior painting and floor finishing.

(For Further Details Circle Index Code 0123)

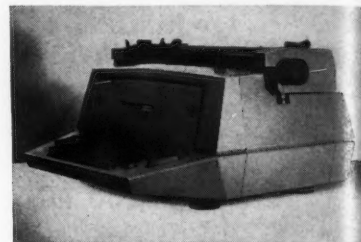
SCHOOL TELEVISION STANDS

A new line of mobile television stands with special school safety features is avail- able from Transvision Electronics, Inc., New Rochelle, N. Y. An optional device allows the legs to function as elements of an indoor antenna. The stand comes 40 or 48 in. high, with 4-in. casters, and a wide base to prevent tipping. The shelf, which is insulated against electrical shock, has a one in. ledge and a safety belt to prevent the set from slipping. Equipped with a tilting device to eliminate light reflections, the stand will accommodate any make of television receiver.

(For Further Details Circle Index Code 0124)

FOUR NEW TYPEWRITERS

At the 1960 National Business Show in New York City and the Business Equip- ment Exposition in Los Angeles, the Un- derwood Corporation, New York 16, N. Y., introduced a new line of three electric and one manual typewriter, as well as a new line of data processing equipment. Un- derwood, which recently merged with



Has Fine Typescript

Olivetti, is producing all four typewriters at its Hartford, Conn., plant. The four machines are: the Raphael electric which produces typescript that has the sharpness of fine printing, due to variable char- acter spacing and a carbon ribbon; the Forum electric features standard typewriter spacing and may be equipped with either carbon or fabric ribbon; the Scriptor electric is economy priced, featuring normal typewriter spacing and fabric ribbon; the Touch-Master Five is a light touch manual machine with normal typewriter spacing.

(For Further Details Circle Index Code 0125)

HOW HEAVY IS YOUR TRAFFIC?



For glowing protection
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wears, use

DOLCOWAX

the lustrous
scuff-resistant
FLOOR WAX no other
water emulsion wax
will outwear

STAYING POWER—Under the daily grind, Dolcowax displays the great staying power that makes it a "champ". Because it keeps its youthful elegance longer, rewaxing is required less frequently.

SPREADS EASILY—LEVELS BEAUTIFULLY—DRIES QUICKLY—Dolcowax forms without polishing, a softly-lustrous film which is safe as well as elegant; bears the UL seal for slip resistance. Also resists moisture.

TREMENDOUS COVERAGE—Averages 2000 square feet per gallon per coat . . . Second coats without crawling.

SAVES LABOR—MATERIAL—MONEY—Whether your traffic is heavy, mod- erate or light, extra staying power means a reduction in the number of waxing operations per annum. Dolcowax gives satisfaction in every depart- ment; easier to handle—superior in performance—"tops" in economy.

For detailed information about DOLCOWAX
and other quality floor finishes, write:



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Exclusive **BERKLEY** Fabric with Miracle Fabric Content is com- pletely washable. Synthetics and wool mixtures in solids, checks, and plaids also avail- able.

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Illustrated catalogue and samples upon request.

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Write for new idea sheets.
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a THE AMERICAN CRAYON COMPANY
SANDUSKY OHIO NEW YORK

TEACHERS' AIDS

A 13½ min. color film, "Miracles from Agriculture" presents the dramatic story of modern agriculture behind the production of high quality foods and fibers. For prints of the film, write direct to your Land-Grant College or University, or to Motion Picture Service, Office of Information, U. S. Department of Agriculture, Washington 25, D. C.

The Rodin Novelty Co., Chicago 7, Ill., suppliers of party decorations, is now offering the services of a junior and senior prom consultant to help plan the decor of large school parties. A "Prom and Party" booklet gives ideas for 20 personalized party themes. Send for a copy.

(For Further Details Circle Index Code 0126)

A five-hour course of concentrated general dictation and transcription has been prepared by the SoundScriber Corp., New York 22, N. Y. The course, designed to train secretaries in the skills of machine transcription, consists of long-play records, a textbook, and teacher's manual. Send for details.

(For Further Details Circle Index Code 0127)

Career information on the plastics industry is offered in an eight-page brochure from The Society of Plastics Engineers, Inc., Stamford, Conn. Free copies are available to interested students, teachers, and guidance directors.

(For Further Details Circle Index Code 0128)

"Screen News Digest" is a series of current events newsreel films prepared by Sterling Television Co., Inc., New York City. Prepared for use in schools and to be kept in the school's curriculum library, these films are often provided free to schools by local sponsoring organizations. Send for full details.

(For Further Details Circle Index Code 0129)

Mark, a monthly, one-page wall newspaper that aims at provoking an interest in science in high school students, is published and distributed free by CIBA Pharmaceutical Products, Inc. Interested teachers should address requests for this bulletin board piece to Mark, P.O. Box 195. Summit, N. J.

(For Further Details Circle Index Code 0130)

May has been named American Bike month by the Bicycle Institute of America, New York 17, N. Y., to make cycling safer and more fun for children and adults. During the month, retail bicycle stores will distribute a booklet on safety, cycling skills, and games, as a free public service.

CATALOGS AND BOOKLETS

A new catalog from Encyclopedia Britannica Films, Wilmette, Ill., contains 128 pages of films useful as audio-visual aids for different courses and grade levels. Write for catalog No. 31.

(For Further Details Circle Index Code 0131)

(Concluded on page 128)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

"PAPER

gives us a simple,
practical way to
expand our many
food services"



Josephine Maggiore,
Director of
School Lunch
West Hempstead
School District
Long Island, N. Y.

"Paper meets all of our special food catering needs," says Mrs. Maggiore. Paper is used every week at numerous after-school meetings of faculty and administrative groups. No extra help is hired; no regular employees are held over. Yet the cafeteria is always left tidy, because paper disposal is so easy. Dishwashing and pilferage problems simply do not occur.

The regular school lunch program likewise operates smoothly with paper service. Mrs. Maggiore notes particularly that to serve 400 pupils in the new high school wing, foods preportioned in paper are safely transported down an incline too sharp for heavy crockery—sliding and breakage could be daily hazards. Naturally, safety and simplicity also demand the use of paper at home football games and at the students' social functions.

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